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ABSTRACT

This is a report of an EPDA sponsored project which trained program directors, administrators, teachers, parent educators, Policy Advisory Committee chairmen and parents, as well as other key staff members to implement the Florida Parent Education Follow Through Model. There are two major parts (VI and VII) to this report. The first part describes the summer training programs from 1969 through 1972. The second part describes the academic year project in Alachua County. The Alachua County project served as a site for the development and testing of training procedures and materials for 20 parent educators being trained in the local school system. Trainees and visitors could also observe the day to day implementation of the Florida Training Model. The training methods and materials which were developed and used in this project are discussed in detail. (Author/CS)

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Training of Teachers, Parent Educators, PAC, Administrators, in Florida Parent Education Follow Through Model

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A Final Report
to
EPDA

Institute for Training Follow Through Personnel

in

Parent Participation and Education

"Training of Teachers, Parent Educators, PAC, Administrators,

in Florida Parent Education Follow Through Model"

OEG-0-70-1817 (725)

Education Professions Development Act

FINAL REPORT

October, 1973

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Abstract

This is a report of an EPDA sponsored project which trained program directors (coordinators), administrators, (principals, assistant superintendents), teachers, parent educators, Policy Advisory Committee chairmen and parents, as well as Task Specialists, Comprehensive Services people, evaluators and other key staff to implement the Florida Parent Education Follow Through Model.

There are two major parts to this report. The first part (VI) describes the summer training programs from 1969 through 1972. The second part (VII) describes the academic year project in Alachua County.

The Alachua County Project was used in two ways: as a site for the development and testing of training procedures and materials as 20 parent educators were being trained in the local school system; and as a site to observe the day to day implementation of the Florida Training Model.

In both parts of the report there is a discussion of the training methods and materials which were developed and used in this project.

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Final Report of the

Institute for Training Follow Through Personnel
in
Parent Participation and Education

I. Enrollment for each of three years--Summer Program

	1969	1970	1971	1972
A. Individuals already in education	50	200	210	125
Individuals entering education	130	50	40	0
B. Categories of trainees and number				
Teachers	46	64	56	11
Aides	92	128	111	41
Others				
Program Coordinators	11	11	11	11
Principals	0	6	10	10
Task Specialists	0	11	11	11
PAC Chairmen	11	11	11	11
Parents	20	20	20	20
Comprehensive Service Personnel (School Psychologists, Social Workers)	0	0	20	20
Research Specialists	0	0	0	1
C. Categories of training				
Full-time	0	0	20	20
Part-time	180	250	230	105
Pre-service	130	50	40	
In-service	50	200	210	125
Summer	180	250	230	105
Academic year	0	0	20	20

D. Placement of training graduates

All people trained in the summer workshops in 1969 and 1970, were employed in the public school systems which adopted the Florida PE Follow Through Model. In 1971 and 1972 all were employed except for 20 trainees who worked in the Alachua County School System and received the stipend payment. These 20 trainees upon completing the program were placed in the following positions:

Ten were employed as Resident Trainers to teach mentally retarded children at Sunland Training Center, Gainesville, Florida.

Three were employed as Home School Coordinators in three Alachua County schools. These schools are participating in a federal program which employs one home school worker in each school to work with parents, with a special emphasis on low income parents.

One is working as an Educational Aide in Santa Fe Community College program entitled "Career Planning for Disadvantaged Women."

One became a Parent Educator in the Tampa, Florida, Florida Follow Through Program.

Three trainees are continuing their education full time and plan to become teachers.

One trainee is employed as an Aide in the Training Center for exceptional children at Sidney Lanier Elementary School.

One is a dental assistant in an Alachua County health program which is working with children in the county schools.

In summary, 17 are employed and three are continuing their education with plans to become teachers.

E. Other trainees

A majority of the other trainees in the eleven public school systems adopting the Florida PE Follow Through Model continue to be employed in Follow Through (1973-74) or have been employed by their school systems in other programs. Some have moved into various jobs--secretarial, bank employee, computer programmer, etc.--which they were able to get because of the training Follow Through helped them to receive (COP) while employed in the program.

II. Project personnel

A. Administrative

1969 One person full-time in summer workshops; also acted as an instructor.

1970 Same as 1969.

1971-72 One person full-time, during summer workshops.

Alachua Project

Two people one-third time during academic year.

One person full-time during academic year.

During the academic year the administration also conducted instructional and supervising activities.

B. Instructional

Summer 1969-70-71-72

On the average three full-time instructional salaries were alloted. Each summer the salary allotment was divided differently to purchase the time of one full-time instructor, one half-time, or one one-third time. We had a number of volunteer instructors during our summer programs. No paid consultants were used.

III. Financial support

EPDA paid the major portions of the summer workshops. During the year-round training program in Alachua County half of the on-site coordinator's salary was paid by Follow Through and one graduate student's time.

IV. Allocation of financial resources by percent

A. Summer Workshops 1969-70-71-72

Staff	30%
Consultants	none
Supplies and Materials, Travel	10%
Stipends	60%

B. Academic year Alachua County Project

Staff	30%
Consultants	none
Supplies and Materials, Travel	10%
Stipends	60%

V. Rationale

The Institute for Training Follow Through Personnel in Parent Participation and Education was designed to train program directors (coordinators), administrators (principals, assistant superintendents), teachers, parent educators,[1] PAC chairmen and parents to implement the Florida Parent Education Follow Through Model.[2]

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[1]Parent Educators (P.E.s) are usually women from low income backgrounds (although we have had a few men) who have a dual role: They act as teaching assistants to teachers in Follow Through classrooms and as home visitors, on a weekly basis, to the homes of children in that classroom. The home visitation process is the heart of the Florida Follow Through Model. It is on their weekly home visits that the parent educator teaches an enrichment-type learning activity called a "[illegible]" to the child's mother (who later teaches it to her child), then acts as a liaison between the school and home, the home and school, also home and community. The training conducted under the EPDA grant concentrates primarily on developing the parent educator's role as a home visitor. Parent Educators have been the basic trainees in the 1969-70-71-72 workshops.

[2]Eleven communities have adopted the Model: Chattanooga, Tennessee; Houston, Texas; Jacksonville, Florida; Jonesboro, Arkansas; Lac du Flambeau, Wisconsin; Lawrenceburg, Indiana; Philadelphia, Pennsylvania; Richmond, Virginia; Tampa, Florida; Winnsboro, South Carolina; Yakima, Washington. Our training concentrated on people from those communities and from Alachua County, Florida.

The Florida Follow Through Model was developed by Dr. Ira J. Gordon based on research which began in 1965. The research and implementation of the Model has been continued by him and his associates at the University of Florida to the present time (1973). To understand the training programs conducted in this project it is necessary to understand the Florida Parent Education Follow Through Model (see Appendix A for an in-depth discussion of the Model). The EPDA sponsored training programs were an integral part of the Florida Model.

Briefly, the basic concepts of the Florida Model are: parents must be involved in the educational life of their child--they must see themselves as teachers of their child; and, parents must have the opportunity to participate in the educational decisions which will affect their child. The rationale for parent involvement in their child's education is derived from early childhood research which states: "A major source of a student's pattern of achievement and motives for achievement, as well as his personality structure, is the home in which he grows up. The behavior and attitudes of his parents, as well as the nature of the physical setting and materials provided, have a direct impact on his behavior before and during the school years."[3]

The goals of the Florida Parent Educator Follow Through Model are:

(1) To develop a partnership between home and school.

(2) To help parents realize the importance of their role as teachers of their children.

(3) To help parents become more effective teachers of their children.

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[3]Greenwood, et al, Follow Through Project Annual Report, December, 1972.

(4) To help parents realize that they are capable of influencing the program of the school.

(5) To help parents learn how to influence the school through the Policy Advisory Committee (PAC).[4]

To implement goals related to parent involvement, the Florida Model uses a home visitation system with parent educators as the basic element in that system. Since the Florida Model was adopted by communities which did not have a weekly home visitation process, our training was concerned not only with the skills to implement the program, but with changing attitudes and roles of administrators and teachers. Our training program was an integral part of the implementation of the Florida Model.

VI. Description of the Training Program

Our training program, although it was an integrated package, will be subdivided into two parts for the purpose of description in this report: (1) the summer workshops at the University of Florida during the summers of 1969, 1970, 1971, and 1972; and (2) the academic year Alachua County Project (during the 1971-72 and 1972-73 academic years) which grew out of, extended, and supported the summer workshop activities. In the summer training programs, program directors (coordinators), principals, teacher-parent educator teams, task specialists, research directors, comprehensive service personnel, PAC chairmen and parents from 11 Follow Through communities in ten states were trained at the University of Florida. The academic year Alachua County Project was used in two ways: as a site for the development

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[4]PAC--Policy Advisory Committee. Each community is under a legal obligation to have a PAC consisting of parents of children in the program.

and testing of training procedures and materials as 20 parent educators were being trained in the local school system; and as a site to observe the day to day implementation of the Florida Training Model. After stating our training goals, we will describe the summer workshops and the Alachua County Project in greater detail.

A. Florida Training Goals

Our training programs were designed to help school personnel do the following:

(1) Develop an understanding of the value of helping parents to accept and/or improve themselves as teachers of their own child.

(2) Develop an understanding of the value and the need to involve parents in educational decisions which would affect their child.[5]

(3) Develop an understanding of the Home Visitation Process:

(a) the planning needed by the teacher/parent educator team which precedes home visits;

(b) the home visit--what the parent educator does on the home visit;

(c) the follow-up to the home visit--the debriefing of the home visitor by the teacher;

(d) data collection activities related to the home visit.

(4) Develop and/or expand the roles of school personnel who help implement the home visitation system:

(a) Teachers: to expand their role from working only with children to training/supervising paraprofessionals as teaching assistants

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[5]Federal Guidelines for the Follow Through Program which was funding the communities sending people to our workshops, specified that parents must be involved in educational decision-making.

in the classroom, and as home visitors to each child in the classroom; to help teachers learn to use effectively parent visitors and volunteers in their classroom.

(b) Paraprofessionals (called parent educators in the Florida Model): role is defined as a teaching assistant, someone who works with children under the direction and supervision of the classroom teacher. However, the role is expanded, and a high priority is given to the home visitation duties which are basic to the Florida Model.

(c) Program director: called a coordinator in the Florida Model. In addition to the many typical duties an administrator performs, the coordinator's role is expanded to include all those activities related to the home visitation process and a high priority responsibility to involve parents--through the PAC--in decision-making and in the day to day program of the school either as visitors, volunteers, or as employees.

(d) PAC chairman and members of the PAC (parents of children in the program) were new roles. An effort was made in our Florida workshops, and during consultant visits to the communities, to acquaint parents with the various elements of the Florida Model and with their opportunity and responsibility to take part in the educational decision-making process in their communities as specified in the USOE Follow Through Guidelines. PAC chairmen in particular were invited to our workshops and given training in that role. The Follow Through grant made it possible for the model sponsor to employ a former PAC chairman as a consultant to the PACs in the eleven communities. He also was used as a trainer of the PAC chairmen and of parents in our summer workshops.

B. Chronology of Development

Following is a time-line of the development of this training project:

1. The Education Professions Development Act grant made it possible to bring to the University of Florida campus during the summers of 1969, 1970, 1971 and 1972, coordinators, parent educators, teachers, PAC chairmen, and parents from Follow Through communities. Follow Through teams (teacher and parent educators) were trained to implement the Florida Parent Education Follow Through Model which focused on involving parents in their home in the education of their child and in the educational decision-making process in school. The major thrust of the training was in preparing and supporting parent educators to make home visits to implement the objectives of the model.

2. In the 1970 EPDA summer workshops, administrators (principals and coordinators) and PAC personnel (chairman and members) participated in discussions of problems faced in their communities concerned with the implementation of the model. A major emphasis of this workshop was on the role of PAC in Follow Through and how the model most effectively could be implemented in the community.

In addition to training in home visitation techniques, team building, use of parent educators in the classroom, and techniques of observation, we concentrated heavily on home learning task development. In the 1970 summer workshops we were able to use the University of Florida laboratory school, P. K. Yonge, as a major part of our training program. P. K. Yonge had a summer program for children that year and teachers and parent educators at P. K. Yonge who had worked in the model over part of the past school year (1969-70) invited us to visit their program and teach children the home learning tasks which the workshop participants were developing. Another emphasis of these workshops was the extensive training give to teachers and PEs

in the operation of videotape equipment. One of the data-collection features of our model was a videotape of the preparation for the home visit (teacher and parent educator interaction), the home visit of the parent educator (interaction between parent educator and mother), and the follow-up session between teacher and parent educator as they reviewed the home visit. The teachers and parent educators were given training in producing videotapes as their colleagues role-played home visits.

(3) In addition to the people invited in the 1969 and 1970 workshops, in the 1971 summer workshop we began the training of a project coordinator, 20 parent educators, and 14 teachers to become trainers of other teachers, parent educators, parents and adolescents in elements of the Florida Model approach to early childhood education. The training of these people continued through school year 1971-72, 1972-73, and was referred to as the academic year Alachua County Project (Gainesville, Florida).

We also invited teachers and parent educators from four Planned Variation Head Start Centers[6] and teachers and parent educators from the Duval County (Jacksonville, Florida) Teacher Corps[7] and TDDS[8] program to take part in these workshops as they did in summer, 1970.

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[6]Four Head Start Planned Variation Centers sent teachers, parent educators, and directors to our workshops--Chattanooga, Houston, Jonesboro, and Jacksonville,

[7]Teacher Corps funded a project at the University of Florida. Dr. Len Kaplan was director and also had been a trainer in our workshops and a consultant to the Follow Through communities.

[8]TDDS--Teacher Development for Desegregating Schools Project--funded by EPDA--under the direction of Dr. Athol Packer which was located at the University of Florida. Dr. Packer was a trainer in previous workshops and a consultant to the Follow Through communities.

(4) In the 1972 summer workshops the major focus was on preparing people to act as disseminator trainers. At that time (summer, 1972) the topic of discussion in Follow Through was the Five Year Plan. Follow Through will eventually be phased out. The Plan was developed by USOE to help people plan how they would continue to implement the Follow Through Model in their district using Title I and/or local money. In addition to the Five Year Plan there was a change in the Follow Through evaluation strategy. More responsibility was being placed on the local community and model sponsor. We therefore invited a new group of people - evaluators--in addition to other groups we had been inviting to previous workshops. There was much emphasis on the evaluations of what had to be done by the local community.

Another area which received attention from participants (program directors, principals, teachers, parent educators) was the definition of the roles of people in the program. Everyone took part in defining their own role and getting feedback from each other (see section VIII, A, for role definitions).

C. Description of Summer Workshops

1. Criteria for Eligibility of Participants

Selection of members of Follow Through teams was made by the coordinator of each local Follow Through community since she was obviously in a far better position to know who would be working in the local program, where each would work, and what responsibilities each person would hold. Since this was an innovative type of program combining professionals and paraprofessionals who would be making home visits in low income neighborhoods, the usual criteria of educational background and amount of preparation did not legitimately apply to the paraprofessional. It was expected

that the classroom teacher would be certified at the appropriate kindergarten-primary level and would have had successful teaching experience at this level. It was expected that the teacher would be employed in a Follow Through classroom in that particular school to which she would return after participation in our workshops. This did not always happen for many reasons. We expected the parent educator to be a mother who lived in the community being served by the school. No academic requirements were set for parent educators but literacy, intelligence, and a background of interest in the affairs of the local community were expected. The final selection as well as all preliminary steps in selection were the sole responsibility of the local school administration in cooperation with the PAC. The training was available only for people in those selected eleven communities which adopted the Florida Parent Education Follow Through Model as well as for Alachua County participants.

2. Trainees

Our summer training programs were designed primarily to help participants implement the Florida Parent Education Follow Through Model in those eleven communities which adopted the Model. To do this, we began by training a team consisting of a teacher and two parent educators.

The teacher was trained as a team leader responsible for the training and use of the parent educators as teaching assistants in the classroom. The teacher was also trained to collaborate with the parent educators in the development of tasks (teaching materials) which the parent educators were to take into the home of each child in that classroom to teach to the student's mother; the mother in turn later would teach the task to her child. In addition, the teachers and parent

educators were trained to use and interpret various observation instruments and scales used to collect data in the home and classroom. (See section VIII, B.)

The parent educator's primary training in the summer workshops was designed to help her function in the role of a home visitor. To assume the role of a home visitor, she was trained to do the following:

(a) To approach the home and explain the Florida Follow Through program to the mother and/or father or mothering one (contact person in that home other than the parents). Part of the summer training had as its goal, helping the parent educator to overcome any anxiety about making the home visit--how would she be received, would she be able to establish a relationship with the mothers? Role-playing and videotape techniques were used to help facilitate these procedures.

(b) To collect data based on what happened during the weekly home visit. The parent educator was trained to use the Parent Educator Weekly Report (PEWR) as a structured report to be filled out following each home visit (see section VIII, B, for instruments).

(c) To collect data relevant to the evaluation of the Florida Follow Through Model--The Home Environment Review (HER), the I Feel Me Feel (IFMF) (see section VIII, B).

(d) To design and present a learning task to the mother. The parent educators and teachers were trained to work as a team in the design and delivery of a learning task suitable for each child in their classroom. These tasks were taught by the parent educator to the mother in the home during the weekly visits. The mother was encouraged to teach the task to her child. The parent educator was

trained to answer questions the mother might ask about the task: how it related to the education of her child, how to do specific things listed in the task. The parent educator was also trained to take suggestions made by the mothers for tasks which she felt would help her child.

In addition to the teacher and the parent educator, the following people were invited to our workshops so that they might be trained, informed and/or that we might gain their support to reach our goals:

(1) Administrators: principals of schools in which the Florida Follow Through Model was being implemented, assistant superintendents and directors of federal programs who were directly or indirectly responsible for the Follow Through program in their community. It became very clear after the first full year of the model's operation in the communities that without the understanding and full cooperation of the principal we were dead. The principal was the person who could block or support us. He or she was truly a "gatekeeper" for this particular innovation. Our major responsibility in the summer workshops and during on-site visits was to get the principal to understand and to see the value of our program. If we could get them to permit us to operate the program without roadblocks being thrown before us we had accomplished something. Once we were able to get principals to support us, there were very visible differences in the operation of the program. In those schools where the principal did not support us--or was neutral--the program was not as successful. As for other administrators--assistant superintendents and directors of federal

programs--our goal was to inform them and try to get their support from another level of administration in the school district. Our thinking was: if these administrators support us, they might be able to get principals involved in our program.

(2) General Consultants: Each of the eleven Follow Through communities has a general consultant. They were paid by a consulting firm which received a contract from USOE Follow Through office. Their role was not always clear to the communities or to the model sponsor. We viewed their role as observers (for the USOE Follow Through Branch) of how and whether the community was implementing the model. Our purpose in inviting them to our workshop was to get them to explain their role and to help them understand what our model was trying to do.

(3) Department of Education personnel: We invited a DOE person from each state which had a community that adopted our model. The DOE people were either in early childhood programs or responsible for federal programs related to elementary school. Our purpose was to acquaint them with the model in order to get their support and to be able to disseminate information about the model to other communities in their state.

(4) Early Childhood professors, students and Florida teachers: We invited University of Florida professors in Elementary Education who were <u>not</u> part of the workshop staff, but who were interested in using the model components in their teaching. Early Childhood Education students were invited to give them an insight into this new role for teachers as were teachers from P. K. Yonge (the University of Florida Laboratory School) and other Florida elementary teachers--especially those from the counties which surround the University of Florida.

(5) USOE Follow Through personnel: We were fortunate in being able to get people from Washington who were able to give us (the model sponsor) and the Follow Through community staff insight as to what was happening in Follow Through from the national level. It also provided us with an opportunity to let them know what we were doing--a model sponsor and as communities--implementing the model.

(6) Teacher Corps* project and TDDS* project participants were also invited to our workshops.

(7) Head Start Planned Variation* participants were also trained under this grant.

3. Workshop Training Strategies

a. Team Building Techniques

Beginning with the 1969 Summer Workshop, teachers and parent educators were teamed in most laboratory exercises. We believed that you build a team by keeping people together. By building teams at the workshop it was assumed they had a better chance of continuing and being successful in their home community. Therefore, we did everything possible to keep teachers and parent educators together during workshop time and even in living quarters. Teachers and parent educators were separated very few times in all the workshops and then only to give them an opportunity to express problems they felt might come about during their team relationships at home. The basic aims were to have teachers and parent educators learn to work together, to have a common language, to have common understanding and to establish communication patterns.

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*See footnotes at the bottom of page 10 of this report.

The teaching technique we used most frequently with the teams, perhaps as much as 50 percent of the time, was a role-playing cycle: a teacher and a parent educator might role-play a home visit where the parent educator demonstrated a teaching task to the mother who in turn would teach it to her child.

b. Task Development

The training for teachers concentrated on helping teachers learn to work with parent educators to develop and to test tasks. Ideas for the development of tasks were derived from classroom observations of the child, from the mother in the home, and ideas generated by teachers and/or parent educators. An attempt was made to develop a background in the theory of Piaget and to indicate what types of tasks might evolve from his developmental stages of children. There were a great number of tasks developed that used classification and seriation.

Another source for the development of tasks, or criteria to measure tasks, were items from classroom observation instruments which we had exposed teachers and parent educators to in previous summer workshops:

(1) Teachers Practices Observation Record (TPOR), developed by one of the Institute members and summer trainers, B. B. Brown. This instrument is based on John Dewey's philosophy of teaching. (See section VIII, B.)

(2) Taxonomy of Cognitive Behavior was developed by Brown, Soar, and Ober, and is based on the work of Bloom, et al., and Norris Sanders. (See section VIII, B.)

In the summer workshops, once tasks were developed they were tested in role playing situations by a teacher and parent educator team. Observers--other teachers, parent educators and University of Florida trainees--then critiqued the task. In the 1970 summer workshop we had access to P. K. Yonge, the University of Florida laboratory school. There were eight parent educators working there under a Follow Through grant and we asked them to role-play the mother as the workshop parent educators presented them a task. They (P. K. Yonge parent educators each role playing a mother) then presented the task to one of the children in the P. K. Yonge summer school as the teacher and parent educators observed.

In the 1971 summer workshop we took one more highly important step to perfect the task delivery process. After having selected a task, teachers were asked to teach the task to the parent educators, a pattern they were asked to use in their classroom to prepare the parent educator for the home delivery of a task to a parent. The teacher then had the parent educator present the task back to her (the teacher) as she role played a mother receiving the task in the home. Other teachers and parent educators in the small group (a group consisted of two teams: one teacher, two parent educators to a team) and a University of Florida trainer-observer observed the presentation. Once this part of the presentation process was completed, an evaluation of the presentation was made by all the observers who used the Desirable Teaching Behaviors as criteria (see page 179). Following this phase, a mother and child (brought in from the local community) were used to complete the cycle. While

the child was kept outside of the teaching area, the parent educator who had been prepared by the teacher to teach the task presented the task to the mother as the members of the group (two teachers, three parent educators and a University of Florida observer) observed. The mother was then asked to present the task back to the parent educator who role played the child. Once the mother felt comfortable about the presentation of the task, her child was brought into the teaching area and she then proceeded to present the task to her child as the group observed. When the mother completed the presentation of the task to her child, the child was taken out of the teaching area and the mother was asked questions from the PEWR (see section VIII, B) concerning how she perceived the task had gone with her child. Following this, the mother was taken out of the teaching area and the observers, using the Desirable Teaching Behaviors, discussed what had taken place. This cycle was repeated with each teacher and the two parent educators on her team. Our objective was to get the teacher to <u>see</u> in a short space of time--we did this cycle in one day, the morning for preparing the parent educator, the afternoon for the parent educator to teach the mother, the mother to teach the child--that there is a need for the teacher to prepare the parent educator very carefully to perform her role as "teacher" of a mother in the home and of a child in the classroom. There are many communication breakdowns between the teacher's initial presentation of the task to the parent educator and the mother finally presenting the task to her child.

c. <u>Interest Groups</u>

The organizational arrangement planned for teaching

the various observation instruments and data collection instruments was the "Interest Groups." In the afternoon of each day the participants were given the opportunity to go to one of three or four interest groups. These interest groups were conducted by the staff and were set up to provide training in the use of systematic observation instruments (TCA, TPOR) and data collection instruments (HER, PEWR, IPMP) (see section VIII, B). Interest groups also were concerned with task development and the development of the role of the parent educator and the teacher. The interest groups were conducted in two and/or three-day cycles allowing the participants to move from group to group and permitting various sized groups to operate.

d. Proposed Five Year Plan, 1972, "trainers of others"

The major goal of the five 1972 workshops was to prepare personnel in the eleven communities adopting the Florida Parent Education Follow Through Model to implement the USOE's proposed Five Year Plan--which never materialized. To implement the Five Year Plan it was necessary to prepare personnel in the eleven communities to become "trainers of others." A major portion of the five workshops was designed to do the following: (1) help communities see themselves as demonstration centers of the Florida Model for people in their own and neighboring states; (2) to carry out this objective (#1) to make them more independent and self-sufficient; materials and videotape modules were demonstrated and feedback was required; (3) to prepare personnel to become more responsible for evaluation of their own program; (4) to help PAC become more effective in each community. PAC was a key element in all the workshops.

The first workshop was designed for coordinators and PAC chairmen. A basic procedure which was used in previous summer workshops was followed: review the previous years' progress in the communities and plan for the coming year. The major concern in this first workshop was for implementation of the Five Year Plan. In the four workshops which followed details were given about the Five Year Plan and the implications of implementation. The following questions were asked:

(1) What parts of the Florida Model can you continue in your community?

(2) Costs?

(3) What will Florida's role be?

(4) What role are you willing to take?

(5) Will communities agree to serve as demonstration centers?

(6) Will coordinators agree to serve as consultants?

(7) What are the essentials of the model?

(8) What are local school situations governing the above?

Videotape Training Modules were used and the following questions were asked:

(1) Can you use this module in your community workshops?

(2) Do you think another community, not knowing anything about Follow Through, could use this material in a workshop?

(3) What should be modified, changed, or added into this module?

(4) What kinds of inservice training materials need to be developed both locally and at the University of Florida?

Lists of teacher, parent educator, team leader, and task specialist competencies were distributed and examined in terms of the following:

(1) Implications for inservice training

(2) Information for public relations

(3) Dissemination to new projects

The second workshop was for task specialists. In previous years the workshops for task specialists were designed to teach them the techniques of developing tasks. This workshop (1972) concentrated on developing the task specialist as a trainer of others. The objectives were: (1) to prepare the task specialist to teach others to develop and write a task; (2) to learn to use the criteria for knowing when you had a good task; (3) how to teach a task to the mother--use of DIB's; and the emerging role of a task specialist.

There was also additional training given to the task specialists to help them learn to develop tasks.

In summary, the preceding points were presented to task specialists:

(1) Role of task specialist

(2) Teaching others to tell a good task

(3) Teaching others to write a good task

(4) Teaching others to teach a task

(5) How to work with PAC curriculum committee on home learning materials

(6) Conferences with individual task specialists

(7) Desirable Teaching Behaviors

(8) Evaluation of PE performance and tasks (by parents etc.)

(9) Teaching teachers how to plan for the development and teaching of tasks

(10) Emerging role of task specialist.

The third workshop was for principals and focused on their role in the Follow Through program. In this workshop the following topics were presented:

(1) Principal's role in integrating program into the school. (Principal as a key to the success of the program.)

(a) Orientation to the model

(b) Five Year Plan (use of Title I money)

(c) Accountability

(d) Evaluation (local responsibility)

(e) Sharing of Florida data and our impression of program effectiveness.

(2) Administrators' Relationship to Program Personnel. (Example: Relationship to project coordinator, task specialist, comprehensive services, PAC, and identification of issues that principals wish to discuss during the workshop.)

(3) Issues Related to the Classroom: What is the principal's responsibility in the following areas?

(a) Planning time

(b) Classroom volunteers

(c) Classroom activities

(d) Interpersonal relations in the classroom--Teacher-PE role relations (who should handle these, etc.)

(e) Rewards for teachers

(f) Principal's role in social reinforcement

(g) Use of PE as teaching assistant

(h) Use of Follow Through classroom as dumping ground for problem children

(i) Use of psychological services component of comprehensive services in classroom

(j) Use of local resources to handle curriculum and instruction issues

(k) Use of PE as substitute teacher

(l) Follow Through teacher role description.

(4) Home Visitation Issue: What is the principal's responsibility?

(a) Should principal go on home visits with PE?

(b) Administrative procedures for PEs in terms of their reporting in on time, calling in when late, etc.

(c) PE use of teacher lounge?

(d) PE attend faculty meeting?

(e) Salary schedule as incentive for PE

(f) Creating supportive atmosphere. (Example: getting to know PE, inclusion in meetings, some knowledge of their job or interest in their job, asking for PE's opinion, etc.)

(g) Contingency management--social and non-social

(h) PE role with regard to home visit

(i) Tasks and Desirable Teaching Behaviors

(j) Data collected and reported by PE. How is it used? Should the principal check with parent educator regarding how many visits are completed successfully?

(5) Parent Relations: What is the principal's responsibility?

(a) Importance of parent involvement

(b) PAC committee relations

(c) PAC--what is principal's role?

(d) Good local press--newspapers, radio, T.V.

(6) School as a demonstration site:

(a) What is it going to do to your program?

(b) Are you willing to have your building serve as a demonstration site?

(c) Administrative procedures for dealing with visitors in school

(d) How many visitors per month to see the Follow Through program seems reasonable?

(e) Who in the Follow Through program will do this--hiring of public relations person (for example: graduate student in residence), development of demonstration materials, scheduling, visiting of Follow Through classrooms, making of home visits, etc.?

(f) Demonstration to another principal--develop a Follow Through principal role description.

(7) Evaluation: What does it mean to the principal?

(a) Necessary for local evaluation effort

(b) Difference between research and evaluation

(c) Evaluation of PE and evaluation of tasks

(d) Interviewing technique as one way of looking at program, PEs, and tasks affect on parents

(e) Task check ideas using the critical incidence recording approach

(f) Performance-based approach to teacher and PE evaluation: how and why?

(8) Inservice Training: What is the principal's role?

(a) What is the best way to conduct inservice meetings to implement the model? (Large group vs. small group or teams)

(b) Going on home visits as an inservice training technique.

(c) Who should conduct inservice training?

(d) Role description of team leader and task specialist. How will they continue training in the local community?

(e) Use of inservice training materials.

(f) Scheduling for inservice training.

(9) Summary: What is the role of a Follow Through principal based on the discussion of the previous topics?

The fourth workshop was for Facilitator/Trainers--those people in the local community who would be responsible for explaining the program to visitors and training those people who adopted the program.

The following topics were presented:

(1) Role of Facilitator Trainer:

(a) Conduct workshops

(b) Work with new teachers and PEs

(c) Demonstration center duties (mention local evaluation press).

(2) Role Definition of Follow Through Teacher and PE

(3) Human relations--Teacher and PE Role, Communications

(4) Lists of skills- Role of Follow Through Teacher and PE

(5) Training Issues Related to the Classroom

(a) Teaching teachers how to plan

(b) Teaching teachers how to manage the classroom

(c) Promoting human relations between teacher and PE.

(6) Training Issues Related to Home Visits

(a) Teaching others to tell a good task

(b) Teaching others to write a good task

(c) Teaching others to plan for a home visit

(d) Teaching others to teach a task

(e) Promoting human relations between PEs and parents

(f) "Overview of Home Visit Cycle" module.

(7) Parent Relations

(8) Emphasis on Local Evaluation

(a) Standardized Achievement Tests--are they the answer?

(b) DTBs

(c) Anecdotal record type of task evaluation

(9) Emerging Role of Facilitator/Trainer--role definition

The fifth workshop was for teachers and parent educators from the Alachua EPDA sponsored academic year project. The following topics were presented:

(1) Review of parent interview data

(2) Role of Follow Through Teacher and PE

(3) Development of Evaluation Criteria

(4) Overview of Home Visit Cycle

(5) Feedback on evaluation criteria and methods of evaluation

(6) Classroom contracts using evaluation criteria

(7) Plan for planning--work out weekly schedule

(8) Module on Developing Tasks

(9) Classroom Management

(10) Paraprofessional classroom teaching skills

(11) Parent Relations--PAC

(12) Use of classroom volunteers

(13) Reaching hard to visit, resistant parents

Identifying these parents and generating techniques for working with them.

4. Project Modification

Our basic objective from the beginning to the end of the training program was to train teams of teachers and parent educators to implement the Florida Parent Education Follow Through Model. A major emphasis in the early development of our program was on preparing the parent educator to make the visit:

(a) Reduce the anxiety of the parent educator concerning the home visit.

(b) Help her to know how to approach the home to explain the program to the mother.

(c) Structure the home visit as a learning experience for the parent educator and mother--the visit should go beyond the social call stage.

As we moved through the years our focus moved to improving the quality of home learning materials (tasks) and the teaching delivery process. A task specialist role was defined and people were hired to fill this role in the 11 communities which adopted our model.

We became aware of the need to help/encourage coordinators and parent educators to take a more active and supportive role in PAC activities which are a basic requirement of all Follow Through funded projects. We invited PAC chairmen and parents to our Florida workshops. A former PAC chairman (Mr. James Bracey, Richmond, Virginia) was employed with Florida Follow Through Model funds and he became a consultant to PAC chairmen and parents who came to summer workshops. He also made on-site visits to the Follow Through communities to work with PACs.

We constantly expanded the type of participants invited to our summer workshops. Administrators--assistant superintendents, principals, directors of federal programs--were invited each year. We found without the principals' understanding and support of our program no amount of training would overcome this deficiency--the program coasts along being implemented in a perfunctory fashion in those schools where principals do not take an active role.

State Department of Education personnel were invited and some did come. General consultants and other people who work for or with the USOE were also invited.

Teachers, preservice and inservice, from Head Start, TDDS and Teacher Corps, and counties in Florida were also invited.

5. Workshop Planning-Role of the Florida Consultants as Trainers

Members of the Institute for Development of Human Resources

(IDHR) who acted as consultants to the eleven Follow Through communities which adopted our model took part in spring planning meetings in preparation for the summer workshops. It was during these planning meetings that the feedback we received from the community coordinators, administrators, teachers, parent educators, comprehensive services personnel, PAC chairman and personnel, and the personal observations of the University of Florida consultants who visited these communities over the past year were summarized. Projections then were made for changes in the model. It was on the changes made in the model that we based our summer training program. Committees were formed and alternatives to the ways we had been operating were explored. During this planning time new instruments were developed and old instruments were modified and/or dropped completely. Various training procedures were proposed and discussed which would help us attain the goals of the model. New training materials were developed (video tapes) and materials and techniques developed throughout the school year were packaged for use in the workshops.

It should be added that we met on a weekly basis throughout the school year and reviewed what progress was being made by the trainees in each community, what problems were being identified by them and by us, and how we would go about solving them.

Although a great deal of discussion about the goals of the Follow Through summer workshops took place over the months prior to the actual workshops only a tentative outline of activities was actually spelled out for each of the workshops. The consensus of the professional staff was to get the participants to reveal or for

us to discover their needs. Before we introduced our input we felt it was necessary to meet the needs of these people. To carry out this plan the staff met at the end of each day to discuss what activities had taken place during that day, what leads were indicated during various activities, what feedback we were getting from the participants, and what appeared to be the next step. We also involved coordinators in these planning sessions.

Performance of a role has been the focal point of evaluation in our summer workshops. We have had a unique opportunity to observe/collect evidence of the workshop participants' performance. The performance evidence was gathered in three ways: (1) Florida Model trainers observed coordinators, teachers, parent educators, PAC chairmen, and parents engaged in the simulation of various roles at the University of Florida summer workshop; (2) These same trainers acted as consultants for the model sponsor. They visited and observed the trainees at work in their communities;[14] (3) Observations were made and data were collected as we implemented the Florida Model in a community (Gainesville) surrounding the University of Florida. (See 1972 Follow Through Annual Report.) This unique opportunity and arrangement for having consultants visit the communities was made possible by funding from Follow Through. The on-site visits gave us feedback on what skills had or had not been taught successfully--or had not been accepted and therefore were not being implemented. The on-site visits also gave our trainers an opportunity to reinforce, support, re-explain, and

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[14]Consultant's basic role on community visits was to observe teachers and parent educators engaging in the various elements of the Florida Model for which they had been trained. A two day site visit was made each month (September-May). On these visits additional training was provided to teachers, parent educators and task specialists, and consultants also worked with PAC.

retrain people. In addition to observing teacher and parent educator teams planning for the home visit and going on home visits with individual parent educators a portion of the consultant's time was devoted to group training and working with PAC. Observations of how elements of the training were being implemented in the day to day work in the Alachua County project also provided valuable feedback for improving our training program.

6. On-Site Follow-Up Training

In addition to the teachers and parent educators who came to the University of Florida summer workshop for training, we sent our own staff to conduct on-site workshops each summer for all teachers and parent educators in the eleven communities who were unable to come to the University of Florida workshops. We also sent University of Florida trainers to the eleven communities on monthly visits (two days each month) throughout the school year. On these visits, the University of Florida trainers conducted additional training for teachers and parent educators who had attended the Florida workshops and were able to work with three teachers and parent educator's who did not attend the Florida summer workshop. The Florida consultant observed the teacher-parent educator planning sessions, made home visits with the parent educators, and, after the visit, discussed what was observed with the parent educator.

Our University of Florida training consulting staff used the planning time previous to the summer workshops, the weeks in between the workshops, and the workshops themselves as an inservice training period for themselves. Each year we refined the Florida Model. We learned what techniques were most effective and least effective.

Various instruments were developed, refined, tested, or dropped during the inservice periods. New personnel coming into the Institute for Development of Human Resources were trained during this planning time to become participants in the summer training sessions at the University of Florida and to act as on-site consultants to the eleven communities. There was a great deal of time volunteered by these new people to each workshop over the past four summers.

7. Workshop Evaluation

On a site visit to the Richmond Follow Through project, members of the National Leadership Training Institute in Early Childhood Education and Development received the following feedback from teachers and parent educators who had participated in the Florida Summer EPDA Workshop.

One kindergarten teacher described her training in Florida as instructive in four ways:

(1) She became conscious of planned involvement with parents. She came to ask, "What can I do to work with parents?"

(2) She received specific training in the use of the rating scale instruments developed at Florida and used in the home and in the classroom.

(3) She received training in the development of "thinking tasks" for mother and child, and in the evaluation of the success of the tasks.

(4) She learned how to use parent aides in the classroom.

All of the people who had been to Florida agreed it was the best place to learn about the program, and that in addition to the

benefits deriving from instruction by the large staff at Florida, there were benefits from meeting and discussing problems with people from other Follow Through sites.[15]

VII. Description of Academic Year Alachua County Project

A. Rationale

The academic year project was an extension of the activities involved in the summer workshops. It soon became apparent to the workshop staff that a year-round training program located in Alachua County (which surrounds Gainesville and the University of Florida) would have many advantages. Such a locally-based project would permit us to develop, try-out, and disseminate new training materials and procedures on a regular basis. By operating such a program ourselves, we could develop a better understanding of the training problems faced by the regular Follow Through coordinators in the various Florida Model communities.

Further, it could serve as a demonstration site for those interested in viewing the Florida Model in action, including the training materials and procedures developed. It could even have an impact on the local College of Education and Santa Fe Community College as faculty and students from these institutions visited and participated in the Alachua County Project. Finally, the Alachua County Project staff (teachers, parent educators, task specialists, principals, etc.) and the training materials and procedures developed could directly improve the effectiveness of our summer workshops. Since each regular

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[15]Hodges, Walter L., Project Development Visitation Reports, National Leadership Training Institute, April, 1971, p.4.

Follow Through community could only send a small portion of their staff to the summer workshops, the availability and participation of the Alachua County staff in our workshops both as participants and trainers turned out to be invaluable.

B. P. K. Yonge Laboratory School

The impetus for developing the Alachua County Project grew out of a small research and development project operated by Follow Through at the P. K. Yonge Laboratory School during 1970-71. The valuable role that the teachers and parent educators played in the 1971 summer workshop has been indicated elsewhere in this report (see page 9 and 18.)

C. Program Design

Our decision to relocate this project in the Alachua County School system was based on the desire to obtain a pupil population that more closely resembled those found in our regular Follow Through communities. The result was a year-round program partially funded by EPDA and partly by Follow Through which involved two elementary (K-6) schools and 28 (20 EPDA supported and 8 Follow Through supported) parent educator trainees who were trained to participate in our workshops as trainers of others.

During 1971-72, the Alachua County Project operated in 14 K-6 classrooms in two elementary schools which contained approximately 35 percent low income populations. In order to explore the implications of using one parent educator in a classroom as well as examining the effect of team planning procedures upon the Florida Model, the project design changed during 1972-73. One school continued to operate with two parent educators in each of seven K-6 classrooms. The other school placed one parent educator per classroom in 14 K-5 classrooms operating on a team planning by grade levels model.

D. Objectives

The Alachua County Project focused upon the following:

(1) The development of inservice training materials for staff development in implementing the program,

(2) The development and testing of actual sample task materials for distribution to Follow Through communities,

(3) The development of new assessment materials to measure the impact of the Florida Model and to point to new directions,

(4) The demonstration of the Florida Model to observers along with the opportunity for participation in the classroom by parents, prospective parent educators, prospective teachers, etc.

(5) The extension of the Model to grades 4-6.

E. Accomplishments

The accomplishments of the Alachua County project are many. The variety of forms, instruments, and training materials and procedures developed are so numerous that they will be described in the next section of this report. Also, the impact of the Alachua County Project upon improving the summer workshops has already been mentioned. A partial summary of accomplishments follows:

(1) Inservice materials development produced one film (in cooperation with Teacher Corps), five videotape modules, and one set of slides. The latter was designed to present an overview of the Florida Model. The film depicting the goals of the Model is a 15-minute color production called "Home and School--Getting Together."

The videotape modules were developed around the following topics:

(a) "Overview of the Home Visit Cycle"

(b) "Teacher-Parent Educator Home Visit Planning Conference"

(c) How to conduct a PAC meeting

(d) "Effective Use of Paraprofessionals in the Classroom" (in cooperation with Teacher Corps).

(e) "The Seven Desirable Teaching Behaviors"

(2) At least 422 sample home learning tasks were developed, (see Section VIII, A, 5 for sample tasks), tested and disseminated to regular Follow Through communities. Such tasks were often used by both Florida consultants and local task specialists as examples of good tasks during inservice training sessions. In addition, we developed sample tasks for grades 4-6 (Follow Through extends only to grade 3).

The format for new tasks (see section VIII, A, 5) was developed in Alachua County along with the development of the role of the task specialist (VIII, A, 5). It should be noted that the task specialists' duties include inservice training and that our summer workshops for training task specialists focused on the trainers of others. All of the regular Follow Through communities used the Alachua County tasks and all but one (which was very small) made the task specialist a central role in program leadership and development.

(3) Several new Follow Through assessment instruments were developed and/or tried out in the Alachua County Project: (see section VIII)

(a) An interview schedule which was used to assess parent attitudes toward the program on a home interview basis;

(b) A questionnaire which was sent to all project coordinators and parent educators to assess changes in parent educators as a result of their participation in the program;

(c) A PAC activities questionnaire which was sent to each PAC to obtain information on the kind and extent of PAC activities during the school year.

(d) Teacher and Parent Educator Conference Guides from role descriptions were developed to focus evaluational conferences between teachers and parent educators upon role performance and self-evaluation.

(e) The consultants' Home Visit Observation Report was designed to permit consultants and local staff to evaluate the performance of a parent educator in making a home visit.

(f) An instrument entitled the Purdue Elementary Problem Solving Inventory was examined and tried out (and ultimately rejected) as a possible substitute for the Cincinnati Autonomy Test Battery.

(g) The Cincinnati Autonomy Test Battery, a measure of autonomous functioning in pupil problem-solving was tried out and data collectors were trained to visit regular communities.

(h) The Mother as Teacher instrument, which was developed to assess changes in the teaching behavior of parents, was tried out and tested in Alachua County.

(4) As a demonstration site, the Alachua County Project was visited by a Florida House of Representatives member and his research advisor, the dean of the College of Education at the University of Florida, members of a citizens lay committee on education, the director of an early childhood center in Utah, a consultant in early childhood behavior from Michigan, a primary supervisor and assistant superintendent from

Arizona, a social worker from New York, the director of an ARC funded program in Ohio that eventually implemented the Florida Model, two college professors from Australia, a superintendent and principal from Arkansas, six doctoral students from the University of Georgia, and a director of federal programs, a member of a CAA executive board, and a school psychologist from Florida. In addition, graduate and undergraduate students enrolled in courses at the College of Education and participants in two federally-funded projects made home visits with parent educators and visited the project.

In addition, the Alachua County Project influenced the development of the Florida Model in other ways.

(5) It influenced local inservice training approaches--using part of the inservice day for teachers to make home visits with parent educators and making substitutes available for teachers to visit with parent educators during a regular school day; although many teachers preferred to make the visits after the school day ended. Inservice training materials encouraged teachers to find new ways to use paraprofessionals in the classroom. We moved from our structuring of the inservice days to asking each teacher to identify her own needs during inservice time and then helping her to implement those needs in the light of the goals of the program; and so individualizing the training of teachers.

(6) An arrangement was worked out with Santa Fe Community College for parent educators to take course work toward the associate arts degree, including the opportunity for them to receive course credit for their regular inservice training activities. An attempt was made to

offer course work which would upgrade personal skills of parent educators as well as to help them to teach basic skills to children. Included was instruction in learning ways to enhance self concept of children. There was a movement from structured course work, which administrators and teachers saw to be most important to the parent educator, to individualized instruction to meet each parent educator's personal and career needs. Counseling was provided by the Guidance and Assessment Program at Santa Fe Community College. (See Appendix C for additional references to Santa Fe training of parent educators.)

(7) Day to day contact in the Alachua County Project increased our own understanding of administrative and classroom problems faced by other Follow Through communities. Having a local project to operate alerted us to the kinds of problems that regular Follow Through centers encountered in terms of staff selection and inservice training. In addition, summer permitted us the opportunity to experiment with new ideas to use in the summer workshop and to develop model material for dissemination and workshop use in our other Follow Through communities.

(8) As a result of the opportunity to test or to refine the Florida Model in Alachua County, decisions were made which affected children, (8,035 in 1971-72, and 8,150 in 1972-73) in the other eleven Follow Through communities.

(9) Experimentation with the Florida Follow Through Model in grades 4-6 (with the assistance of EPDA funds) allowed us to answer questions that communities and states raised about the problems of extending the model upwards. Tasks were developed and tested on these

grade levels. (See section VIII, A, 5 for sample tasks.) We now feel that it is possible to implement the model in grades 4-6 because of our experience in Alachua County.

(10) A rather thorough evaluation of the Alachua County Project was conducted by "outside the project" interviewers who administered a structured interview schedule to a 10 percent stratified sample of parents. The instrument and results are presented in section VIII, A, 1. Generally, the results indicate that the parents' attitudes toward the program were favorable.

(11) Finally the training and placement (see page one) of the 20 EPDA parent educators as well as the impact this program had on them should be especially noted. Appendix B contains quotations from taped interviews with these parent educators at the end of their participation in this program. These interviews contain many references to ways in which they felt that their attitudes toward children, parents, teachers, schools and about themselves were changed as a result of their being in this program. (See also Changes in Parent Educators, section VIII, A.)

VIII. Forms, Instruments, Training Materials and Procedures Developed in Project

The purpose of this section is to present the numerous forms, instruments, and training materials and procedures developed and used in the academic year Alachua County Project and the summer workshops. Section A represents materials developed in the project. Section B represents additional forms and items used as training materials in the project. Accompanying each item presented is a brief history of development, purpose and use. It is the authors' hope that they will be of value to others.

A. Materials Developed in the Project

1. Instruments Developed 1971-73

a. The Survey of Parent Perceptions is an interview schedule which was used to assess parent attitudes toward the program as a home interview basis. The interviews were conducted by students at the University who knew little if anything about the program so that the interviews could be conducted as objectively as possible.

Parental Attitudes Toward the Follow Through Program*

Introduction

The Florida Parent Education Follow Through Program, adopted in eleven communities in ten states, was implemented as a sponsor research and development program in two schools within the Alachua County, Florida Public School System for the school years 1971-72 and 1972-73. A total of 22 classrooms were involved: eight classrooms, K-6, at Lake Forest, and 14 classrooms, K-5, at Sidney Lanier. Paraprofessionals living in the community worked in the classrooms and visited parents in the home on a regular basis.

A survey conducted at the end of the 1971-72 school year assessed the attitudes of parents involved in the program (McDowell report). In May, 1973, a similar survey was conducted which not only provided data about parental attitudes but also offered an opportunity for comparison between the original Florida Follow Through Model and a model variation. At Sidney Lanier School the use of team teaching procedures led to the assignment of only one paraprofessional to each teacher, while at Lake Forest two paraprofessionals worked with each teacher in self-contained classrooms. Thus at Lake Forest, the model was implemented as it usually is in regular Florida Model communities throughout the country, while at Sidney Lanier, the variation of the model allowed for a comparison of the effectiveness of a one paraprofessional per classroom model in which the paraprofessional visits each child every other week.

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The socioeconomic level in Alachua County is not typical of that found in regular Florida Follow Through programs. In regular Follow Through communities the proportion of lower to upper socioeconomic families represented in Follow Through classrooms varies from 50 to 90 percent. In Alachua County the upper socioeconomic families outnumber the lower socioeconomic families approximately 66 percent to 33 percent. This situation then, provides a basis for examining the generalizability of the model to other socioeconomic populations. More specifically, will the model be as effective with an upper income group as with a lower income group?

I. Development of the Questionnaire

The original 1971-72 interview questionnaire was revised in May, 1973, by Dr. Ira Gordon assisted by Ms. Judith McMurray and submitted for final approval to Dr. Gordon Greenwood and Ms. Dorothy Sterling. A copy of the questionnaire is included at the end of this report as well as suggestions for revision for future studies. In actual field use, some of the questions proved unwieldy and required clarification by the interviewers.

II. Sampling Procedures

The 22 classes involved in the program included 609 children. Of this total, 327 homes were above poverty level and 282 were below the poverty level. The ratio of above poverty to below poverty homes was found to be two to one within each classroom as well as within the total sample.

Within each classroom a stratified sample (delineated by economic level) was chosen using a table of random numbers. A sample size of 64 (10 percent of the total population) was chosen; this consisted of two upper income level children and one lower income child from each class. One additional upper income level child was included in the sample from the Lake Forest kindergarten due to the fact that there was a team teaching situation resulting in a larger ratio of upper to lower income level families. In this manner then, the sample reflected the greater number of upper income level families.

The total sample from Lake Forest consisted of 22 families: 15 upper income and seven lower income. At Sidney Lanier, the total sample was 42: 28 upper income and 14 lower income. Following the interview, it was discovered that five college student families had been included in the lower income group. These five families could not be identified since the names of interviewees were not recorded to insure confidentiality. Thus the Sidney Lanier results may be slightly skewed as these student families, while definitely having low incomes, fall, on the basis of other criteria, into the upper socioeconomic group.

III. Field Interviews

An appointment was made with each family by phone, with the exclusion of those families without phones, prior to the interview. A standardized guide for phone calls was devised to ensure that parents understood the purpose of the questionnaire, the research group conducting the evaluation, and the confidential treatment of all interviews. For those families selected for the interview who did not have telephones, an explanatory letter and short appointment form (see pages 70 & 71) were devised

and sent out. The parents were asked to indicate a convenient time of day for an interview and return it in the self-addressed, stamped envelope provided. This method did not reap much response; in fact, only two out of 10 families that received the letter responded at all.

The interviewers were informed of the appointment and interview procedures and were acquainted with the interview instrument. In addition, a letter of introduction (see page 72) signed by Dr. Ira Gordon, was taken into each home and presented to the parents before the interview began.

IV. Results

Since the sample was delineated by school and along economic lines several comparisons may be made from the data. Questions answerable by a simple yes and no response, are presented in terms of the total number of yes to the total number of no and undecided responses.

Similarly, yes, no and undecided totals across the whole sample have been analysed for upper and lower income parents. In addition, within each school, the responses to the questions have been tallied and further divided to indicate responses from upper and lower income level families. All of these totals, including percents are included in Table I.

Questions that did not lend themselves to yes/no responses, are presented separately in Table II. The data is again tallied across schools and economic level, as well as within schools and economic levels.

TABLE 1

	SIDNEY LANIER (42)																LAKE FOREST													
	LOWER (14)								UPPER (28)								LOWER (7)								UPPER (15)					
	+	%	-	%	0	%	Bk	%	+	%	-	%	0	%	Bk	%	+	%	-	%	0	%	Bk	%	+	%	-	%	0	%	Bk	%
4 A	14	100							28	100							7	100							15	100						
4 B	13	92.9	1	7.1					27	96.4	1	3.6					7	100							15	100						
5	3	21.4	11	78.6					4	14.3	20	71.4	3	10.7	1	3.6	1	14.3	6	85.7					3	20.0	12	80.0				
6	5	35.7	8	57.1	1	7.1			6	21.4	22	78.6					2	28.6	5	71.4					3	20.0	12	80.0				
7	4	28.6	10	71.4					6	21.4	22	78.6							7	100					5	33.3	10	66.7				
8	3	75.0	1	25.0					5	83.3					1	16.7									3	60.0					2	40.0
8 A	3	75.0					1	25.0	5	83.3			1	16.7											3	60.0					2	40.0
10	11	78.6	2	14.3	1	7.1			25	82.1	4	14.3			1	3.6	7	100							11	73.3	2	13.3	2	13.3		
11	14	100							28	100							7	100							15	100						
12	12	85.7	2	14.3					21	75.0	6	21.4			1	3.6	6	85.7	1	14.3					14	93.3	1	6.7				
13	12	85.7	2	14.3					21	75.0	5	17.9	1	3.6	1	3.6	7	100							12	80.0	3	20.0				
14	13	92.9					1	7.1	23	82.1	4	14.3	1	3.6			5	71.4	2	28.6					13	86.7	2	13.7				
15 A	8	57.1	2	14.3	4	28.6			12	42.9	10	35.7	3	10.7	3	10.7	1	14.3	5	71.4	1	14.3			7	46.7	7	46.7	1	6.7		
17	11	78.6	3	21.4					20	71.4	6	21.4	1	3.6	1	3.6	5	71.4	2	28.6					9	60.0	4	26.7	1	6.7	1	6.7
18	1	33.3	1	33.3			1	33.3	3	50.0	3	50.0							2	100					1	25.0	3	75.0				
19 A	5	45.5	5	45.5			1	9.1	8	40.0	8	40.0	1	5.0	3	15.0	3	60.0	2	40.0					2	22.2	5	55.6			2	22.2
19 B*	1	20.0	2	40.0	2	40.0			4	50.0	3	37.5			1	12.5	2	66.7	1	33.3					2	100						
19 C*	5	100							2	25.0	3	37.5	2	25.0	1	12.5	5	100							2	100						
20	13	92.9			1	7.1			24	85.7	2	7.1	2	7.1			7	100							12	80.0	3	20.0				

*Depends on 19A, yes.

+ = Yes - = No 0 = Undecided Bk = Blank

* Table I: Survey of Parent Perceptions - Analysis of Yes/No Responses by Upper and Lower Income Parents Across/Within Schools

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TABLE 1 *continued*

	TOTALS															SIDNEY LANIER								LAKE FOREST								TOTAL SIDNEY LANIER & LAKE FOREST							
	LOWER								UPPER																														
	#	%	-	%	0	%	BA	%	#	%	-	%	0	%	BA	%	#	%	-	%	0	%	BA	%	#	%	-	%	0	%	BA	%	#	%	-	%	0	%	BA	%
4 A	21	100							43	100							42	100							22	100							64	100						
4 B	20	95.2	1	4.8					42	97.7	1	2.3					40	95.2	2	4.8					22	100							62	96.9	2	3.1				
5	4	10.3	17	60.9					7	16.3	32	74.4	3	7.0	1	2.3	7	16.6	31	73.8	5	7.3	1	2.4	4	18.2	18	81.8						11	17.2	49	76.6	3	4.9	1	1.6
6	7	33.3	13	61.9	1	4.8			9	20.9	34	79.1					11	26.2	30	71.4	1	2.4			5	22.7	17	77.3						16	25.0	47	73.4	1	1.6		
7	4	19.1	17	80.9					11	25.6	32	74.4					10	23.8	32	76.2					5	22.7	17	77.3						15	23.4	49	76.6				
8	3	75.0	1	25.0					8	72.7					3	27.3	8	80.0	1	10.0			1	10.0	3	60.0					2	40.0	11	73.3	1	6.7			3	20.0
9 A	3	75.0					1	25.0	8	72.7			1	9.1	2	18.2	8	80.0			1	10.0	1	10.0	3	60.0					2	40.0	11	73.3			1	6.7	3	20.0
10	34	85.7	2	9.5	1	4.8			34	79.1	6	13.9	2	4.7	1	2.3	34	81.0	6	14.3	1	2.4	1	2.4	18	81.8	2	9.0	2	9.0			53	81.3	8	12.5	3	4.7	1	1.6
11	21	100							43	100							42	100							22	100							64	100						
12	18	85.7	3	14.3					35	87.4	7	16.3			1	2.3	33	78.6	8	19.0			1	2.4	20	90.9	2	9.1					53	82.8	10	15.6			1	1.6
13	19	90.5	2	9.5					33	76.7	8	18.6	1	2.3	1	2.3	33	78.6	7	16.7	1	2.4	1	2.4	19	86.4	3	13.6					52	81.3	10	15.6	1	1.6	1	1.6
14	18	85.7	2	9.5			1	4.8	36	83.7	6	13.9			1	2.3	36	85.7	4	9.5			2	2.4	18	81.8	4	18.2					54	84.4	8	12.5			2	3.1
15 A	9	42.9	7	33.3	5	23.8			18	44.2	17	39.5	4	9.3	3	7.0	20	47.6	12	28.6	7	16.7	3	7.1	8	36.3	12	54.5	2	9.0			28	43.8	24	37.5	9	14.1	3	46.9
17	10	76.2	5	23.8					29	67.4	10	23.3	2	4.7	2	4.7	31	73.8	9	21.4	1	2.4	1	2.4	14	63.6	6	27.2	1	4.5	1	4.5	45	70.3	15	23.4	2	3.1	2	3.1
18	1	20.0	3	60.0			1	20.0	4	40.0	3	30.0					4	44.4	4	44.4			1	11.1	1	16.7	5	83.3					5	33.3	9	60.0			1	6.7
19 A	8	50.0	7	43.8			1	6.2	10	34.5	13	44.8	1	3.5	5	17.2	13	51.9	11	41.8	1	3.7	4	12.9	5	35.7	7	50.0	2	14.3			18	40.0	20	44.4	3	6.7	4	8.9
19 B	3	37.5	3	37.5	2	25.0			8	40.0	7	30.0			1	10.0	5	38.5	5	38.5	2	15.4	1	7.7	4	80.0	1	20.0					9	50.0	6	33.3	2	11.1	1	5.5
19 C	8	100							4	40.0	3	30.0	2	20.0	1	10.0	7	53.8	3	23.1	2	15.4	1	7.7	5	100							12	66.6	3	16.7	2	11.1	1	5.5
20	20	95.2			1	4.8			36	83.7	5	11.6	2	4.7			37	88.0	2	4.8	3	7.1			19	86.3	3	13.6					56	87.5	5	7.8	3	4.7		

TABLE I CONTINUED

	SIDNEY LANIER																LAKE FOREST													
	LOWER								UPPER								LOWER								UPPER					
	+	%	-	%	0	%	Bk	%	+	%	-	%	0	%	Bk	%	+	%	-	%	0	%	Bk	%	+	%	-	%	0	%	Bk	%
22	13	92.9	1	7.1					27	96.4	1	3.6					7	100							13	86.7	2	13.3				
23	9	64.3	5	35.7					16	57.1	12	42.9					2	28.6	5	71.4					12	80.0	3	20.0				
24 A	8	57.1	6	42.9					5	17.9	22	78.6			1	3.6	2	28.6	4	57.1	1	14.3			4	26.7	11	73.3				
25 A	5	35.7	9	64.3					12	42.9	15	53.6	1	3.6			1	14.3	6	85.7					9	60.0	6	40.0				
25 B	3	60.0			2	40.0			9	75.0	1	8.3	1	8.3	1	8.3	1	100							6	66.7	1	11.1	2	22.2		
27 A	4	28.6	10	71.4					5	17.9	23	82.1							7	100							14	93.3			1	6.7
28 A	2	14.3	11	78.6	1	7.1			2	7.1	26	92.9					1	14.3	4	57.1	1	14.3	1	14.3	3	20.0	12	80.0				
29 A	1	7.1	13	92.9							24	85.7	3	10.7	1	3.6			7	100							14	93.3	1	6.7		
33 A	13	92.9	1	7.1					16	57.1	4	14.3	5	17.9	3	10.7	5	71.4			1	14.3	1	14.3	14	93.3	1	6.7				
33 B	7	53.8	3	23.1	2	15.4	1	7.7	14	87.5	2	12.5					4	80.0			1	20.0			7	50.0	3	21.4	4	28.6		
34 A	5	35.7	7	50.0	1	7.1	1	7.1	8	28.6	9	32.1	8	28.6	3	10.7	1	14.3	3	42.9	1	14.3	2	28.6	10	66.7	5	33.3				
34 B	3	60.0	2	40.0					4	50.0	1	12.5	3	37.5			1	100							5	50.0			4	40.0	1	10.0
35 A	12	85.7	1	7.1	1	7.1			20	71.4	3	10.7	4	14.3	1	3.6	1	14.3	1	14.3	3	42.9	2	28.6	11	73.3	3	20.0	1	6.7		
35 B	5	41.7	5	41.7	2	16.6			10	50.0	6	30.0	4	20.0					1	100					8	72.7			3	27.3		
36	12	85.7	2	14.3					25	89.3	2	7.1	1	3.6			5	71.4			2	28.6			13	86.7	2	13.3				
37 A	11	78.6	1	7.1	1	7.1	1	7.1	25	89.3	2	7.1	1	3.6			5	71.4			2	28.6			11	73.3	1	6.7	2	13.3	1	6.7
38	8	57.1	6	42.9					17	60.7	9	32.1	2	7.1			4	57.1	2	28.6	1	14.3			8	53.3	5	33.3	2	13.3		
39	12	85.7	1	7.1			1	7.1	24	85.7	2	7.1			2	7.1	6	85.7			1	14.3			13	86.7	1	6.7	1	6.7		
40	12	85.7	1	7.1	1	7.1			22	78.6	1	3.6	3	10.7	2	7.1	4	57.1			3	42.9			14	93.3			1	6.7		

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TABLE 1 *continued*

	TOTALS														SIDNEY LANIER								LAKE FORREST								TOTAL SIDNEY LANIER & LAKE FOREST							
	LOWER							UPPER																														
	*	%	-	%	0	%	Bk	%	*	%	-	%	0	%	Bk	%	*	%	-	%	0	%	Bk	%	*	%	-	%	0	%	Bk	%	*	%	-	%	0	%	Bk	%
22	20	95.2	1	4.8					40	91.0	3	7.0					40	95.0	2	4.8					20	90.9	2	9.0					80	93.8	4	6.2				
23	11	52.4	10	47.6					28	65.1	15	34.9					25	59.5	17	40.5					14	63.6	8	36.3					39	60.9	25	39.0				
24 A	10	47.6	10	47.6	1	4.8			9	20.9	33	76.7			1	2.3	13	31.0	28	66.7			1	2.4	6	27.3	15	68.1	1	4.5			19	29.7	43	67.0	1	1.6	1	1.6
25 A	6	28.6	15	71.4					21	48.8	21	48.8	1	2.3			17	40.5	24	57.1	1	2.4			10	45.5	12	54.5					27	42.2	36	56.2	1	1.6		
25 S	4	66.7			2	33.3			15	71.4	2	9.5	3	14.3	1	4.8	12	70.6	1	5.9	3	17.6	1	5.9	7	70.0	1	10.0	2	20.0			19	70.4	2	7.4	5	18.5	1	3.7
27 A	4	19.1	17	80.9					5	11.6	37	86.1			1	2.3	9	21.0	33	78.6							21	95.4	1	4.5			9	14.1	54	84.0	1	1.6		
28 A	3	14.3	15	71.4	2	9.5	1	4.8	5	11.6	38	88.4					4	9.5	37	88.0	1	2.4			4	18.2	16	72.7	1	4.5	1	4.5	8	12.5	53	82.8	2	3.1	1	1.6
29 A	1	4.8	20	95.2							38	88.4	4	9.3	1	2.3	1	2.4	37	88.0	3	7.1	1	2.4			21	95.4	1	4.5			1	1.6	58	90.6	4	6.2	1	1.6
33 A	18	85.7	1	4.8	1	4.8	1	4.8	30	69.8	5	11.6	5	11.6	3	7.0	29	69.0	5	11.9	5	11.9	3	7.1	19	86.4	1	4.5	1	4.5	1	4.5	48	76.0	6	9.4	6	9.4	4	6.2
33 B	11	61.1	3	16.7	3	16.7	1	5.6	21	70.0	5	16.7	4	13.3			21	72.4	5	17.2	2	6.9	1	3.4	11	57.9	3	15.8	4	21.6			32	65.3	8	16.3	8	16.3	1	2.0
34 A	6	28.6	10	47.6	2	9.5	3	14.3	18	41.9	14	32.6	8	18.6	3	6.9	13	31.0	16	38.0	9	21.4	4	9.5	11	50.0	8	36.4	1	4.5	2	9.0	24	37.5	24	37.5	10	15.6	6	9.4
34 B	4	66.7	2	33.3					9	50.0	1	5.6	7	38.9	1	5.6	7	53.8	3	23.0	3	23.0			6	54.5			4	36.3	1	9.0	13	54.2	3	12.5	7	29.2	1	4.2
35 A	13	61.9	2	9.5	4	19.1	2	9.5	31	72.1	6	14.0	5	11.6	1	2.3	32	76.0	4	9.5	5	11.9	1	2.4	12	54.5	4	18.2	4	18.2	2	9.0	44	68.8	8	12.5	9	14.1	3	4.7
35 B	5	38.5	6	46.2	2	15.4			18	58.1	6	19.3	7	22.6			15	46.9	11	34.4	6	18.8			8	66.7	1	8.3	3	25.0			23	52.3	12	27.3	9	20.5		
36	17	81.0	2	9.5	2	9.5			36	88.4	4	9.8	1	2.3			37	88.0	4	9.5	1	2.4			18	81.8	2	9.0	2	9.0			55	85.9	6	9.4	3	4.7		
37 A	16	76.2	1	4.8	3	14.3	1	4.8	36	83.7	3	7.0	3	7.0	1	2.3	36	85.7	3	7.1	2	4.8	1	2.4	16	72.7	1	4.5	4	18.2	1	4.5	52	81.3	4	6.2	6	9.4	2	3.1
38	12	57.1	8	38.1	1	4.8			25	58.1	14	32.6	4	9.3			25	59.5	15	35.7	2	4.8			12	54.5	7	31.8	3	13.6			37	57.8	22	34.4	5	7.8		
39	18	85.7	1	4.8	1	4.8	1	4.8	37	86.0	3	7.0	1	2.3	2	4.7	36	86.0	3	7.1			3	7.1	19	86.4	1	4.5	2	9.0			55	85.9	4	6.2	2	3.1	3	4.7
40	16	76.2			4	19.1	1	4.8	36	83.7	1	2.3	4	9.3	2	4.7	34	81.0	2	4.8	4	9.5	2	4.8	18	81.8			4	18.2			52	81.3	2	3.1	8	12.5	2	3.1

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TABLE II 4

	SIDNEY LANIER				LAKE FOREST				TOTALS				SIDNEY LANIER		LAKE FOREST		TOTAL Sidney Lanier & Lake Forest	
	LOWER		UPPER		LOWER		UPPER		LOWER		UPPER							
9 a) working--didn't have time	4	40	15	68.2	6	85.7	5	50.0	10	58.8	20	62.5	19	59.4	11	64.7	30	60
b) not invited							2	20.0			2	6.3			2	11.8	2	4
c) don't feel parents should go to classrooms																		
d) other																		
blank	1	10	2	9.1			1	10.0	1	5.9	3	9.4	3	9.4	1	5.9	4	8
working and not invited	5	50	4	18.2	1	14.3			4	23.5	4	12.5	7	21.9	1	5.9	9	18
TOTAL	2	20	1	4.5			2	20.0	2	11.8	3	9.4	3	9.4	2	11.8	5	10
	10	100%	22	100%	7	100%	10	100%	17	100%	32	100%	32	100%	17	100%	50	100%
16 a) favorable	11	78.6	17	60.7	4	57.1	11	73.3	15	71.4	28	65.1	28	66.7	15	68.2	43	67.2
unfavorable			3	10.7			2	13.3			5	11.6	3	7.1	2	9.1	5	7.8
neutral	2	14.3	8	28.6	3	42.9	2	13.3	5	23.8	10	23.3	10	23.8	5	22	15	23.4
blank	1	7.1							1	4.8			1	2.4			1	1.6
TOTAL	14	100%	28	100%	7	100%	15	100%	21	100%	43	100%	42	100%	22	100%	64	100%
21. home	10	71.4	25	89.3	6	85.7	13	86.6	16	76.2	38	88.4	35	83.3	19	86.4	54	84.4
school							1	6.7			1	2.3			1	4.5	1	1.6
elsewhere	1	7.1	1	3.6					1	4.8	1	2.3	2	4.8			2	3.1
home and school	1	7.1	1	3.6	1	14.3	1	6.7	2	9.5	2	4.7	2	4.8	2	9.1	4	6.2
blank	2	14.3	1	3.6					2	9.5	1	2.3	3	7.1			3	4.7
TOTAL	14	100%	28	100%	7	100%	15	100%	21	100%	43	100%	42	100%	22	100%	64	100%
24 b) twice a month			1	3.6							1	2.3	1	2.4			1	1.6
once a month	1	7.1	1	3.6	1	14.3	1	6.7	2	9.5	2	4.7	2	4.8	2	9.1	4	6.2
twice a year	1	7.1	3	10.7			1	6.7	1	4.8	4	9.3	4	9.5	1	4.5	5	7.8
once a year			1	3.6			1	6.7			2	4.7	1	2.4	1	4.5	2	3.1
as often as possible	1	7.1							1	4.8			1	2.4			1	1.6
undecided	1	7.1			1	14.3			2	9.5			1	2.4	1	4.5	2	3.1
blank	10	71.4	22	78.6	5	71.4	12	80.0	15	71.4	34	79.1	32	76.2	17	77.3	49	76.6
TOTAL	14	100%	28	100%	7	100%	15	100%	21	100%	43	100%	42	100%	22	100%	64	100%
26 a) once a week	1	7.1	2	7.1	4	57.1	13	86.7	5	23.8	15	34.9	3	7.1	17	77.3	20	31.2
every two weeks	10	71.4	20	71.4	2	28.6	2	13.3	12	57.1	22	51.2	30	71.4	4	18.2	34	53.1
less	3	21.4	6	21.4	1	14.3			4	19.1	6	14.0	9	21.4	1	4.5	10	15.6
TOTAL	14	100%	28	100%	7	100%	15	100%	21	100%	43	100%	42	100%	22	100%	64	100%
26 b) too much			1	3.6	1	14.3	4	26.7	1	4.8	5	11.6	1	2.4	5	22.7	6	9.4
too little	2	14.3	3	10.7					2	9.5	3	7.0	5	11.9			5	7.8
just right	12	85.7	22	78.6	6	85.7	10	66.6	18	85.7	32	74.4	34	81.0	16	72.7	50	78.1
blank			2	7.1			1	6.7			3	7.0	2	4.8	1	4.5	3	4.7
TOTAL	14	100%	28	100%	7	100%	15	100%	21	100%	43	100%	42	100%	22	100%	64	100%
32 a) yes, a great deal of effect	2	14.3	6	21.4	1	14.3	7	46.7	3	14.3	13	30.2	8	19.1	8	36.4	16	25.0
yes, a little effect	6	42.9	10	35.7	2	28.6	2	13.3	8	38.1	12	27.9	16	38.1	4	18.2	20	31.2
None	6	42.9	12	42.9	4	57.1	6	40.0	10	47.6	18	41.9	18	42.9	10	45.5	28	43.8
	14	100%	28	100%	7	100%	15	100%	21	100%	43	100%	42	100%	22	100%	64	100%

V. Discussion of Results

A general overview of the questionnaire responses indicates that parents were favorable towards the Follow Through program in both schools. Question 1, requesting initial reactions to the program revealed 52 positive responses to 11 negative and one unanswered response. Similar findings were noted when parents were asked for their present reactions to the Follow Through program (Question 2) which elicited 52 positive, six negative and four undecided responses. The same questions were contained in last year's unpublished study and the same favorable outlook on Follow Through was noted (32 responses of a total sample size of 42 were positive with eight negative responses).

Another question (#41) which gave the parents an opportunity for further comment confirmed these positive outlooks towards the program. Of the 39 interviewees who commented, 30 parents strongly supported the program; 10 of these specifically verbalized their desire that the program continue; other comments included expressions of "delight" and "enjoyment" with the program. Of these 30 parents three commented that although their parent educator was not doing her job, they realized the potential of the program and wished its continuation. There were nine negative comments about the program. However, three of these liked the program and restricted their negative comments to the lack of individuality in the home learning activities.

Goal Verbalization

We were particularly interested in the parents' ability to verbalize the goals of the program; the supposition being that if the parent could verbalize the goals there must be definite understanding of the program aims.

Question 3, examines this area of goal understanding. In analyzing the responses, it became apparent that there were two levels of goal understanding. The highest level of understanding included an awareness of the importance of the parent-child interaction. The second level of understanding was more limiting in that the parent focused on only one significant portion of the program rather than the totality. Included in this category were responses which limited program objectives to "parent-school cooperation," "helping the child," or "enrichment of the child's learning." Of the 51 out of 64 parents who could verbalize the goals, 35 were included in the higher level of goal understanding and 16 demonstrated limited understanding as illustrated in Table III. When asked to verbalize goals, seven parents stated that they had no idea, or merely said that they hoped the program would continue. Another six parents stated a goal but their response was indicative of a misunderstanding. Such responses included: "help the teacher know the child better," or "the program was geared to underprivileged children." This was in contrast to last year's study which found 28 of the 42 families unable to state appropriate program goals. Only 14 of the 42 parents of last year's study could verbalize any goal compared with 51 of 64 parents in this year's study.

TABLE III

Question #3--Goal Verbalization

		SIDNEY LANIER			LAKE FOREST			SCHOOLS COMBINED		
		Lower Income	Upper Income	Lower & Upper Combined	Lower Income	Upper Income	Lower & Upper Combined	Lower Income	Upper Income	Lower & Upper Combined
High Level Goal Verbalization	No.	9	14	23	5	7	12	14	21	35
	%	64	50	54.8	71	47	54.5	66.7	48.8	54.7
Low Level Goal Verbalization	No.	4	7	11	1	4	5	5	11	16
	%	20.6	25	26.2	14.3	26.7	22.7	23.8	25.6	25
Higher & Lower Level Goal Verbalization Combined	No.	13	21	34	6	11	17	19	32	51
	%	93	79	81	86	73	77.3	90	77	80
Goal Misunderstanding	No.	1	7	8	1	4	5	2	11	13
	%	7.1	25	19	14.3	26.7	22.7	10	25.6	20.3

School Program Differences

We were particularly interested in comparing parental response from the two schools. Sidney Lanier classrooms had only one parent educator who visited the homes biweekly while Lake Forest had two parent educators who visited homes weekly. A greater percent of the Lake Forest parents (36%) indicated that the program had a greater affect on their interactions with their children than did parents from Sidney Lanier (19%) (Question 32, Table II). However, 38% of the Sidney Lanier parents reported that the program had a small effect as compared to 18% of the Lake Forest parents. The summation of lesser and greater effectiveness scores indicates that 57% of the Sidney Lanier population and 54% of the Lake Forest population agreed that there had been some program effectiveness.

A greater proportion of Lake Forest parents report behavioral changes in their children due to the program 50% (11 parents) than do parents from Sidney Lanier 31% (13 parents). Within each school, lower income parents more strongly related child behavior to program influences than did upper income parents (Question 34A).

Nine (21%) of the parents had difficulty communicating with the parent educator at Sidney Lanier while no Lake Forest parents had communication problems. Responses to Question 29A would seem to support the position that more frequent home visits result in fewer communication problems. (See Table II, #29A for further breakdown.)

Parents at Lake Forest felt they understood school academic expectations for their children to a greater extent than did Sidney Lanier parents, 20 parents (90%) to 33 parents (79%) respectively (Question 12). Similarly, Lake Forest parents more strongly indicated that they were learning about

their children 19 (86%) as compared to Sidney Lanier parents 33 (77%) (Question 13). Most parents indicated they liked home visits as noted in Question 21 (see Table II).

Seventy-seven percent of the Lake Forest parents were visited weekly while 71% of the Sidney Lanier parents were visited biweekly. This was in keeping with the program variation at each school. It is especially noteworthy that most of the parents across schools felt that the number of visits per month was just right (Question 26B): 34 (81%) of the parents at Sidney Lanier and 16 (73%) of the parents at Lake Forest. However, five (23%) of the parents from Lake Forest felt the home visits were too frequent as compared to one parent (2%) from Sidney Lanier. Along these same lines, five (12%) of Sidney Lanier parents indicated that they were visited too little while no Lake Forest parents so indicated.

School Program Similarities

An overwhelming majority (100%) of the parents interviewed responded positively to the suggestion that the goals of the program were valid (Question 4). Similarly, a large majority felt that their children enjoyed the parent educator's visit to the home, 52 (81%) of the parents responded positively to this question (#40). In addition, most of the parents felt it extremely important that the parent educator work part time in the classroom. Parents also strongly believed (100%) that the school and home should work together in the education of the child (Question 11). A majority of parents felt they were also partners with the school but to a lesser degree (Question 14) with 54 parents responding yes (84%). Last year's study found 100% parental agreement of home and school cooperation with 91% of the parents seeing themselves

as partners with the school. This trend then has been consistent over the two years of the program's duration.

The teaming between school and parent was also borne out by the results of Question 16. Forty-three (67%) of the parents believed that an advisory council composed of parents and other interested people should be set up for each school. Of those in favor of this advisory council, 15 (35%) strongly stated that parents should play a large role in educational decisions. One parent stated, "There is no such thing as parents being too involved with schools." Nine (20%) of the parents who thought the advisory council was a good idea, did caution restraint on parental control. Some of these comments included: "Parents might cause more trouble than good because these are areas where parents have no expertise," "Parents should know what is going on and have some say, but school personnel know better about children and discipline. Parents can speak about subject matter in a limited way. Parents should be advisors and not have the authority to change things."

Parents in both schools (81%) were in agreement that the schools had a better understanding of their children as learners due to the home visits (Question 10). Similarly, 52 (81%) of the parents reported that they were learning more about their children through the increased contact with the school (Question 13). These findings are consistent with last year's study. With the school program variations, it was interesting to note that parents from Lake Forest, with the weekly visitation, more strongly responded yes to Question 13: 19 (86%) of the parents as compared to 33 (79%) of the parents from Sidney Lanier.

Question 30 asked what else parents discussed aside from tasks with the parent educator. Only three parents said they didn't talk about anything else and eight did not respond at all. All of the remaining 53 parents who responded positively, indicated that the topic of discussion centered around the child and how he was doing at school, or how to deal with the child's problems at school. Three comments bear inclusion as they reflect the attitude of the parent towards the parent educator with regard to the latter's knowledge of the child. "The parent educator knew a lot about the child and did wonders for him and the parents." This was from a Lake Forest upper income parent. Another Lake Forest upper income parent said, "We discussed activities in the classroom, reference materials and activities at school--it was very enjoyable." A Lake Forest lower income parent added, "We discussed our children. It was valuable to compare with another parent." And a Sidney Lanier upper income parent indicated that they discussed "bringing up children. It was helpful that the parent educator was a parent herself."

Parent and Parent Educator Relations

The following group of questions focuses on parental relations with the parent educators. In response to Question 5, the majority of parents from both schools, 49 (77%), said that the parent educator need not come from the same neighborhood as the parents they serve, while 11 (17%) said the parent educator should come from the same neighborhood. There was no apparent difference between schools nor by economic level (as indicated in Table IV).

TABLE IV

Should the parent educator come from the same neighborhood?

1. This year's study

Sidney Lanier				Lake Forest			
Upper Income		Lower Income		Upper Income		Lower Income	
Yes	No	Yes	No	Yes	No	Yes	No
3	11	4	20	1	6	3	12
21%	79%	14%	71%	14%	86%	20%	80%

2. Last year's study

Sidney Lanier				Lake Forest			
Upper Income		Lower Income		Upper Income		Lower Income	
Yes	No	Yes	No	Yes	No	Yes	No
3	10		7	2	11	3	4
21%	71%		100%	14%	78%	43%	57%

Last year's study also found it was unnecessary for the parent educator to come from the same neighborhood as the parents.

Question 6 asked if parents thought the parent educator should come from a similar economic background as the families she served. The overall response suggests this was unimportant, as 47 (73%) of the parents gave negative answers compared to 15 (25%) of the parents who felt that the parent educator should come from a similar economic background (Table V). We found that the lower income parents more often reported in favor of parent educators coming from a similar economic background.

TABLE V

Is it important for the parent educator to come from a similar economic background?

1. This year's study

Upper Income Parents		Lower Income Parents	
Yes	No	Yes	No
9	34	7	13
21%	79%	33%	62%

2. Last year's study

Upper Income Parents		Lower Income Parents	
Yes	No	Yes	No
9	15	4	10
32.1%	53.7%	28.6%	71.4%

Recasting last year's data in an upper-lower income comparison, reveals similar results (#2 of Table V). Both studies seem to indicate economic background of the parent educator is not detrimental to a program that cuts across economic levels.

Question 27, which asked if the parents had any problem communicating with their parent educator, also pertains to family, parent educator relations. The findings here indicate that parents had little difficulty in this area with 54 (84%) of total interviewees reporting no communication difficulty. While some parents felt there was a problem in communicating

with either the teacher or the parent educator, only one parent of the total sample indicated that he thought the teacher and parent educator had problems communicating with him. There were 58 (91%) of the parents who said there were no problems and five parents who did not respond to the question (#29). Last year's study reported 36 (86%) of the parents indicated that parent educators and teachers have no problems talking with them. The report also found only one parent having communication difficulty (2.4%) .

Parents' responses to Questions 5 and 27 strongly suggest that parents and parent educators of similar or different economic backgrounds and neighborhoods can work well together and have few problems communicating. Adding more weight to this idea are the results from Question 22 which asked if parents felt comfortable having someone from school visit in their homes regularly. Ninety-five percent of the parents at Sidney Lanier and 91% of the parents from Lake Forest indicated they were comfortable in these circumstances. This is interesting in light of the fact that the parent educators were all from lower income level homes and it does suggest the wide applicability of the program. Last year's study found 39 (93%) of the parents in agreement with regular home visitation.

Parent Participation

Questions 7, 8, and 9 dealt with parent participation in the classroom. Of the total sample 15 (23%) of the parents actually spent time in the class 11 (26%) of these were upper income level parents and four (19%) were lower income level parents. When asked if they felt accepted by the teacher and the parent educator when in the classroom (Questions 8

and 8A) only two parents answered positively and one did not answer either way. Question 9 which looked at reasons for not being visited or not working in the classroom found that 30 of the nonvisited parents (60%) were working and thus felt that they didn't have time. No parents from Sidney Lanier indicated that not being invited prevented their participation in the classroom and only two parents from Lake Forest cited this as reason for not going to the classroom. Interestingly, no parents chose Option c which stated that parents should not go to classrooms. Question 9 d, which asked for any other reasons why parents had not visited in the classroom, elicited a response from two parents at Sidney Lanier and two from Lake Forest who all stated that the reason for their non-participation in the classroom was a combination of their working was well as not being invited. In total, there was 22% participation in the classroom by parents.

Parent participation improved with regard to Follow Through parent meetings. A total of 45 (70%) of the parents said that they had been notified about parent meetings (Question 17). This included 31 (74%) of the parents from Sidney Lanier and 14 (64%) of the parents from Lake Forest. Of those notified, 18 (40%) of the parents attended meetings (Question 19A). The breakdown by school shows: 13 (42%) of the parents from Sidney Lanier and five (36%) of the parents from Lake Forest. One-half of these parents thought that the meetings were of value (Question 19B) When asked if the parents had a voice in the program, 12 (67%) of the parents who attended the meetings answered positively (Question 19C). When asked specifically to describe the manner in which parents had input into the program operation, eight of the parents attending meetings made

additional comments (Table VI). Parents indicated that they could make suggestions, ask questions, and actively participate. One parent said that she had suggested new ideas for tasks and was encouraged to write her own home learning activities. It is interesting to note that 56 (88%) of the total sample responded to Question 20: Parents should have a voice in program operation. This high percent of positive responses was consistent within the schools and across economic lines. There were then, more parents who agreed with the idea that parents should participate in various phases of the program than were willing or able for whatever reasons to put their feeling or idealization into practice.

This was an increase from last year's findings. Last year's study indicated 17 (40%) of the parents were not notified of parent meetings, while this year 15 (23%) were not notified of meetings.

Achievement

We were interested in knowing if parents thought that participation in the program had been beneficial to the child in terms of academic performance (Questions 33 A, B, C). Parents from both schools found the program a contributing factor in their child's improved school achievement. Seventy-two percent of the parents at Sidney Lanier and 55% from Lake Forest answered positively to Question 33A.

Similarly, 53 (83%) of the parents reported they had a better understanding of school expectations due to the program. Last year's study revealed 32 (75%) of the parents had a better understanding of school expectations.

and three lower income, described ways the program helped improve behavior in their children. These reports fell into three groups: (a) two (15%) of the parents reported the child behaved better in school because of contact between parent and parent educator: the tone of these responses involved child's knowledge that his behavior would be reported at home; (b) five (39%) of the parents indicated that the child had learned to finish activities, to work more diligently, or to pay attention; (c) three (23%) of the parents felt the program improved social skills.

Forty-four (69%) of the parents thought their children had learned to relate more adequately to their teachers and peer groups this past year. Of these, 23 (52%) felt that this improvement was due to the program in the following ways: (a) language expression improved; (b) child feels appreciated or special so he wants to do more; (c) child has learned how to share; (d) child receives individual help from teacher, parent and parent educator; (e) child is more relaxed, less shy because he knows parent educator. Table VII indicates the distribution of these responses by school and income level.

TABLE VII

Sidney Lanier		Lake Forest	
Upper Income	Lower Income	Upper Income	Lower Income
1-a	1-a	1-a	
1-c	1-b	1-b	
1-d	2-d	3-d	
4-e	1-e	2-e	

Home Learning Activities

Questions 36-39 specifically dealt with home learning activities (tasks). The analysis of the responses revealed that the majority of the parents thought that the tasks were suited to their children, 37 (88%) from Sidney Lanier and 18 (82%) from Lake Forest (Question 36). Reanalysis of last year's data reveals 28 (67%) of the parents reported tasks were suited to their children. This year 55 (86%) felt that their children enjoyed doing the learning activities (Question 39). Not only did the parents report the tasks were suitable and enjoyable for the child but they also felt the tasks were valuable for the child (Question 37). Thirty-seven parents (88%) from Sidney Lanier and 16 parents (73%) from Lake Forest commented on the positive value of the tasks; only four (6%) of the parents thought the learning activities were of no value while 14% of last year's parents reported the activities of no value. Eight parents made suggestions for changes in the home learning activities calling for more individualized task selection and one parent pointed out a lack of creativity in the activities. Five of the eight parents commented on the lack of challenge in the tasks.

Thirty-seven (58%) of the parents felt that the parent educator had taken steps to individualize the home learning activities for their children while 22 (34%) commented on the lack of such individualization of tasks by the parent educator (Question 38). This was an improvement from last year's findings when 21 parents (50%) indicated the lack of individuality in the tasks.

This questionnaire was developed to evaluate the program and not the effectiveness of particular parent educators. However, since the

parent educator is the primary link between home and school, and because many parents reported their positive and negative reactions to the parent educators the following responses have been included: In total, eight (13%) of the parents had negative comments, while 20 (31%) of the parents had positive comments about their parent educators. This is in comparison to last year's data revealing 10 (24%) of the parents responding negatively. Some of the negative comments from this year's study were: "The parent educator only came a few times and broke many appointments." "The parent educator has not had an environment which prepares them for working with children in learning situations." "The parent educator was irregular with visits." "One parent educator was helpful but the other was no good." "Parent educators have trouble reading tasks. The child's reading surpasses the parent educator's at times." The positive comments revealed: "Children loved the parent educator." "Parent educator gives the child approval, praise and lots of of attention." "The parent educator had good suggestions about understanding behavior, emotions of people, how to relate these to T.V. shows." "I could ask the parent educator many questions about school. The child liked the tasks and P.E." "I learned what my child needed to benefit his learning from suggestion of the P.E." "The P.E. brought my girl out a lot." "Child adores P.E., she trys very hard at her tasks. I am very proud."

It should be emphasized that no question specifically requested parental opinion of parent educator effectiveness. The above comments were initiated by the parents during the interview.

Conclusion

1. Generally, parents were favorable towards the Follow Through program in the regular model at Lake Forest as well as the model variation at Sidney Lanier. At Lake Forest two paraprofessionals worked with a teacher in a self-contained classroom, while at Sidney Lanier, the use of team teaching procedures involved only one paraprofessional per classroom. In keeping with this positive outlook, parents from both schools strongly voiced their desire that the program be continued.

2. The situation within the university community of Gainesville, Florida, has provided an opportunity to assess the generalizability of the Florida Follow Through Model. In this community, only one-third of the families fall within the lower socioeconomic bracket while regular Follow Through communities are composed of at least 50% lower income families. There were no real differences between parents of either socioeconomic group. Most parents felt that they had gained insight and understanding of their children from the visits with the parent educator. During the home visits the major topic of parent educator-parent conversations was discussion of the child.

The possibility of wide application of the Florida Model is further supported by the fact that lower socioeconomic paraprofessionals were able to serve lower and upper income groups equally well. Neighborhood locale and socioeconomic grouping of the paraprofessionals was not a major concern to most parents. However, parents were disconcerted when paraprofessionals did not keep regularly scheduled visits or could not adapt the home learning activities to the family. This pertained to only a few paraprofessionals.

3. Most parents were notified about parent meetings (70%) and expressed desire to have a voice in the program (88%). However, only 18 (40%) of those notified attended meetings. Most of these parents attending felt they had input in the program. This may suggest other techniques are needed to get parents and program personnel together.

4. Parents from both schools considered the program a positive factor in bettering their child's academic performance. Parents felt they could better understand school expectations and similarly that the school had greater insight into the individual child.

5. Over 80% of the parents felt home learning activities were suited to their children. They agreed the tasks were valuable and child-oriented.

Permission to Interview and Appointment Form*

NAME _____

Do you consent to be interviewed? _____ YES _____ NO

What time of day is most convenient for you? _____

What day of the week is most convenient for you? _____

If you prefer, you may call the University of Florida at 392-0741 and set up an interview appointment.

We shall send confirmation of date and time for interview by mail.

*Sent to parent with letter explaining the interview.

BEST COPY AVAILABLE

Interview Confirmation Letter

May 7, 1973

Dear _____:

The University of Florida is once again attempting to evaluate the Follow Through program at _____ School. Since _____ is involved in this program, we are interested in getting your feeling about the program.

You have been randomly selected as one of 64 representative parents from a total group of 400 parents. If it is acceptable to you one of our interviewers would like to come to your home and interview you. This interview would take no longer than thirty minutes and, of course, would be confidential; your name will not be used with the data collected. Your child's principal has reviewed and approved the list of questions.

Please fill out the enclosed short form and return it in the self-addressed, stamped envelope included.

Thank you for your cooperation.

Sincerely,

Ira J. Gordon

Ira J. Gordon, Director
& Graduate Research Professor

IJG/bw

INSTITUTE FOR DEVELOPMENT
OF HUMAN RESOURCES
513 West Hall

COLLEGE OF EDUCATION
University of Florida
Gainesville, Florida 32611

May 7, 1973

Dear Follow-Through Parent:

As you know from an earlier contact, this interview is to provide you with a chance to evaluate the Follow Through program now that you and your child have been involved in it for the full school year.

Your interviewer will be one of the following persons: Ms. Imogene Lee, Ms. Millie Combs, or Ms. Judith McMurray. The questionnaire which she will be using has been approved by your school principal.

Your fullest cooperation will be greatly appreciated.

Sincerely,

Ira J. Gordon, Director
& Graduate Research Professor

IJG/bw

University of Florida

College of Education

Foundations Department

Survey of Parent Perceptions of Alachua County Follow Through Program*

*This interview was developed by William Burke and Lynn McDowell as individual study in a course with Dr. Ira J. Gordon

Revised by Dr. Ira J. Gordon and Judy McMurray

Institute for Development of Human Resources

Spring 1973

QUESTIONS

1. * What were your initial reactions toward the Follow Through Program?

2. * What are your present reactions toward the program?

3. * What do you see as the goal(s) of the program?

*See Revision Section

	YES	NO	UNDECIDEI
4.* The purposes of having the P.E. work in the classroom are to afford to each child greater individual attention and to help the P.E. to better understand the child so as to be able to relate with the parents.			
a. Are these valid purposes to you?	___	___	_____
b. Should the P.E. work part time in the classroom with the teacher?	___	___	_____

If the answer is no to either a or b or both, please list your recommendatio for a and/or b.

_____

_____

_____

_____

_____

5.* Should the P.E. come from the same neighborhood or living area as you do?	___	___	_____
6.* Should the P.E. be of the same or similar economic background as you?	___	___	_____
7.* Did you spend time working in the classroom?	___	___	_____
8. If the answer to number 7 is yes, did you feel accepted by the teacher in the classroom?	___	___	_____
a. Did you feel accepted by the P.E. in the classroom?	___	___	_____

9. If your answer to number 7 was no, why didn't you visit the classroom?

____ a. working - didn't have time.
____ b. not invited
____ c. don't feel that parents should go to classrooms
____ d. other (please describe)

_____

_____

_____

*See Revision Section

	YES	NO	UNDECIDED
10. As a result of the teacher and parent educator visiting with you and you with them, does the school have a better understanding of your child as a learner?	____	____	_____
11. Should the school and the home work together in the education of your child and other children?	____	____	_____
12.* Has the program helped you as a parent better understand what the school expects of your child in the academic areas (reading, mathematics, etc.)?	____	____	_____
13. Are you as a parent learning more about your child from the P.E. and the teacher?	____	____	_____
14. Do you as a parent consider yourself as a partner with the school in terms of your child's learning?	____	____	_____
15.* A. Do you think there are other ways that parents should be included in school aside from PT , working in classrooms, and serving as class mothers?	____	____	_____

B. If the answer is YES, then what ways would you suggest?

_____

_____

_____

16. There is presently a bill before the Florida Legislature which calls for the creation of a Citizens Advisory Council for each school, composed of parents and other interested people.

A. What do you think of this idea?

Favorable ____ Unfavorable ____ Neutral ____

B. Please make additional comments:

_____

_____

_____

*See Revision Section

	YES	NO	UNDECIDED
17. Sidney Lanier - Were you notified in advance about the meetings of the Human Relations group of the PTA or the PAC?	___	___	_____
Lake Forest - Were you notified in advance about the Follow Through parent meetings?	___	___	_____
18. If the answer is no to number 17, did you know that there were parent meetings?	___	___	_____
19.* Do not answer the next three questions if your answer was no to number 17:			
a. Did you attend parent meetings?	___	___	_____
b. Were the meetings of value to you?	___	___	_____
c. Did parents have a voice in how the program operates, etc.?	___	___	_____
d. In what way did parents have a voice in how the program operates?			

_____

_____

_____

20. Do you think parents should have a voice in the program?	___	___	_____
21. Should the visits by the teacher and/or the P.E. be made at your home or at the school?			

____ home
____ school
____ elsewhere (please specify)

22. Do you feel comfortable having someone from the school come to your home on a regular basis?	___	___	_____
23.* Did the teacher visit with you in your home as well as the P.E.?	___	___	_____
24.* A. If the teacher were alone in the classroom, do you think the teacher should make regularly scheduled home visits doing things like your P.E. has done?	___	___	_____

*See Revision Section

	YES	NO	UNDECIDED

24.(contd.)
If yes, then:

B. How often should these visits be made? ____ ____ _____

C. How do you think the school system should handle this?

_____

_____

_____

_____

25. A. Did you make suggestions to your P.E.? ____ ____ _____

If the answer to A is yes, then:

B. Were your suggestions followed up? ____ ____ _____

26. A. How often were you visited in your home?

____ once a week, ____ once every two weeks, ____ less (please specify)

B. Was this:

____ too much, ____ too little, ____ just right

27. A. Do you have problems communicating with the PE? ____ ____ _____

If yes, please explain.

B. _____

_____

_____

_____

28. A. Do you have problems communicating with the teacher? ____ ____ _____

If yes, please explain.

B. _____

_____

_____

_____

	YES	NO	UNDECIDED
29. A. Do they (the teacher and/or the P.E.) have problems communicating with you?	____	____	_____

If yes, please explain.

B. _____

_____

_____

_____

30. Apart from the tasks, what do you and the P.E. talk about that you consider valuable?

_____

_____

_____

_____

31. What kinds of things did you do with your child that were helpful to him in school before this program started?

_____

_____

_____

_____

32.* A. Has this program had any effect on the kinds of things you do with your child?

____ Yes, a great deal of effect ____ Yes, a little effect ____ none

B. Please give specific examples if answer is yes.

_____

_____

_____

_____

*See Revision Section

		YES	NO	UNDECIDED
33.	A. Has your child's achievement in school improved this year?	____	____	____
	B. If so, do you think this due to the program?	____	____	____
	C. How? _____			
	_____			
	_____			
	_____			
34.*	A. Has your child's behavior improved this year?	____	____	____
	B. If so, is this due to the program?	____	____	____
	C. How? _____			
	_____			
	_____			
	_____			
35.*	A. Does your child relate to his teacher as well as to his peers more adequately now than at the beginning of the year?	____	____	____
	B. If so, is this due to the program?	____	____	____
	C. How? _____			
	_____			
	_____			
	_____			
36.	Are the tasks suited to your child?	____	____	____
37.	A. Are the tasks of value to your child?	____	____	____
	B. If no, how should the tasks be changed in order to make them of more value to your child?			
	_____			
	_____			
	_____			

*See Revision Section

	YES	NO	UNDECIDED
38.* Does the P.E. attempt to individualize the tasks for your child?	____	____	____
39.* Is your child positive toward the tasks?	____	____	____
40. Does your child like having the P.E. and/or the teacher come to the home and visit with you?	____	____	____

41. If there is anything else on which you wish to comment, please state!

_____

_____

_____

_____

_____

*See Revision Section

Proposed Revisions for Questionnaire

QUESTIONS

1. When someone first came and explained the Follow Through Program, what did you think about it?
Was it a good idea?

2. What do you think about the program now that you have been in it for a year?
What are the good things?
What are the bad things?

3. What do you think this program was trying to do?

4. The reasons for having home visitors work in the classroom are: (a) to give each child more attention, and; (b) to help the home visitor talk with the parents about the child.

   a. Are these good reasons to you?
   b. Should the home visitor work part time in the classroom with the teacher?

   If the parent says no to either a or b ask them what they would change to make the program more meaningful to them.

5. Should _____(name of home visitor) come from the same neighborhood or living area as you do?

6. Should _____(name of home visitor) be of the same or similar economic background as you?

7. Did you ever go to the classroom? (What did you do when you went to the class?)
Were you a classroom volunteer?

12. Has the program helped you as a parent better understand what the school expects of your child in the academic areas (reading, mathematics, etc.)?
If no, why not?

15. A. Do you think there are other ways that parents should be included in school aside from PT, working in classrooms, and serving as class mothers?

B. What ways do you think parents should be included in schools?

19. Do not answer the next three questions if your answer was no to number 17:

a. Did you attend parent meetings?
b. How many meetings did you attend?
c. Were the meetings of value to you?
d. Did parents have a voice in how the program operates, etc.?
e. In what way did parents have a voice in how the program operates?

23. Did _____(name of teacher) visit with you in your home as well as _____(name of home visitor)?

24. A. If the teacher were alone in the classroom, do you think the teacher should make regularly scheduled home visits doing things like your home visitor has done?
If there are no teacher aides, do you think there is a way the teacher could visit you? How?

32. A. Do you spend more time with your child now?

33. (Clarification of question is needed. Kindergarten parents can not answer this question.)

34. (Similarly, clarification of question is needed.)

35. (Similarly, clarification of question is needed.)

38. Does the home visitor attempt to change the tasks for your child?

39. Does your child like the tasks?

b.c. The Parent Educator Conference Guide and the Teacher Conference Guide grew out of defining the roles of the parent educator and of the teacher. These guides were used approximately every six weeks or two months as a basis for self-evaluation, or as an evaluation by the team, or with the principal and the coordinator to examine areas of improvement. These instruments were quite valuable in focusing on job performance and away from personalities.

b. Parent Educator Conference Guide

Parent Educator_____ Date_____

Teacher_____

1. PE administers the HER, IFMF, and the PEWR.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

2. PE plans with the teacher for a home visit.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

3. PE develops tasks with the assistance of the teacher.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

4. PE plans with the teacher for classroom instruction and instructs indivjduals and groups in classroom under teacher's direction.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

5. PE teaches task to parent as planned.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

6. PE knows the purpose and nature of the Follow Through Program in her particular school and her role in it.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

7. Teacher has been able to devote more time to pupils who need individual help as a result of the PE's presence in the classroom.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

8. PE has good rapport with children.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

9. PE has shown initiative in helping in the classroom.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

10. What are this PE's strong points?

11. Are there areas in which this PE needs to improve?

FOLLOW THROUGH

c. Teacher Conference Guide

Teacher _____ Date _____

Parent Educator _____

1. Teacher interprets the HER and PEWR data collected by PE.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

2. Teacher plans with PE for a home visit.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

3. Teacher develops tasks with the assistance of PE.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

4. Teacher plans with the parent educator for classroom instructional activities (e.g.: goes over daily lesson plans and helps PE learn teaching skills).

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

5. Teacher supervises the parent educator's classroom instructional activities.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

6. Teacher knows the purpose and nature of the Follow Through Program in her particular school.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

7. Teacher communucates with PE (e.g.: considers her comments and suggestions).

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

8. What are this teacher's strong points in working with PE's?

9. Are there areas in which this teacher needs to improve in working with PEs?

d. Consultant's Home Visit Observation Report 1972-73

Gordon Greenwood, Betty Bozler, Nancy Bear

The purpose of this instrument is to determine whether or not the parent educator engages in certain behaviors when making a home visit and in completing the PEWR. In order to use this instrument, the consultant should ask both the teacher and the parent educator to provide him with the following prior to going on the home visit: (1) copies of last week's and this week's tasks; (2) the numbers of the Desirable Teaching Behaviors that they feel are appropriate to this week's task; (3) information on how much time they spent in planning for this week's home visit. It will be necessary for the consultant to have his own copy of the PEWR and he may find it helpful to take the PEWR manual along with him.

Having obtained the above information, the consultant should use this instrument as follows. First, the parent educator should alert the mother in advance that a consultant working with the Follow Through Program at school, Mr._____, will be coming in with her during the next home visit to observe the parent educator doing her job. Second, immediately after the home visit the consultant should summarize the parent educator's behavior on this instrument. Third, after the home visit, the consultant and parent educator should sit down together and, without talking to one another, independently fill in a PEWR on the home visit. The consultant should then compare his PEWR item by item with that of the parent educator and ask her about any differences that exist and make item adjustments in his PEWR if the parent educator makes a convincing case.

The parent educator's performance will be scored as follows. A total of ten points are possible [illegible] parent educator successfully performs all possible behaviors under each number. If the consultant does not consider a certain behavior appropriate to the home visit (e.g.: having the mother role play the task back), he should draw a line through it to indicate that it does not apply in this particular situation.

PE _____ Date _____ Score _____

Consultant _____ Community _____

Directions: Check "yes" or "no" as appropriate for each item.

1. In asking the mothering one about last week's task, the parent educator gathered sufficient data to fill in the PEWR items on:

___yes, ___no Whether task was attempted
___yes, ___no Child's success
___yes, ___no Child's interest
___yes, ___no Task's importance
___yes, ___no Task's level of difficulty
___yes, ___no Who presented task
___yes, ___no Time spent teaching task
___yes, ___no Time child spent doing task

2. The parent educator presented this week's task to the parent by:

___yes, ___no telling
___yes, ___no demonstrating
___yes, ___no having mother role play task back

3. Did the parent educator adapt the task? ___yes, ___no

___yes, ___no If "yes" was the adaptation appropriate?

___yes, ___no If "no" should the task have been adapted? (Consultant should discuss reasons for adapting or not adapting with parent educator and teacher before marking item.)

4.
___yes, ___no Did the parent educator spend an adequate amount of planning time with the teacher prior to the home visit?

___yes, ___no If "no" was the inadequate planning at least partly the fault of the parent educator?

5.
___yes, ___no Did the parent educator discuss in detail the last PAC meeting with the parent and/or tell the parent about the next PAC meeting (discuss agenda, transportation, time and place)?

6.
___yes, ___no Did the parent educator obtain suggestions about new tasks from the parent?

___yes, ___no If "yes", did the parent educator attempt to get the parent to expand on the task idea?

___yes, ___no If "yes", did the parent educator write down the parent's task suggestions and explain them to the teacher?

7.
___yes, ___no Did the parent educator attempt to relate to the mothering one in a warm, friendly, and positive manner?

8. What Desirable Teaching Behaviors did the teacher and parent educator agree were appropriate to this week's task (write down numbers from attached list of Desirable Teaching Behaviors). _____

What Desirable Teaching Behaviors did the teacher and parent educator demonstrate and explain to the mother (write down numbers from attached list of Desirable Teaching Behaviors). _____

9. After the consultant and the parent educator independently fill in PEWRs on the home visit and discuss differences in marking, the consultant should place a checkmark (on his copy of the PEWR) beside any item that the parent educator marked inaccurately and attach his copy of the PEWR to this instrument.

10.
___yes, ___no Were there other behaviors that the parent educator should have engaged in that were essential to the effectiveness of the home visit or to filling in the PEWR that she failed to perform (e.g.: failed to discuss comprehensive services when parent indicated that she needed help or failed to find out whether the mothering one visited school last week)? If "yes" please explain: _____

_____

_____

DESIRABLE TEACHING BEHAVIORS

These teaching behaviors should be incorporated into all teaching-learning situations, and not confined only to formal "task-time".

1) Elicit questions from the learner.

2) Ask questions that have more than one correct answer.

3) Elicit more than one-word answers from the learner; encourage the learner to enlarge upon response and use complete sentences.

4) Praise the learner when he does well or even takes small steps in the right direction. Let the learner know when he is wrong, but do so in a positive or neutral manner.

5) Get the learner to evaluate or make judgements or choices on the basis of evidence and/or criteria, rather than by random guessing, chance, luck, authority, etc.

6) Give the learner time to think about the problem; don't be too quick to help.

7) Give the child some time to familiarize himself with the task materials. Before proceeding into a structural learning situation, give the learner an introduction or overview.

e.f. The Parent Educator's Perception of the Program and the Teacher's Perception of the Program were used as interview instruments at the end of our first full year of operation to assess how things were going. The results helped us to focus on our strengths and weaknesses and formed the basis of some of our workshop planning sessions.

e. Parent Educator's Perception of the Program

NAME _____

How does PE feel about:

1. Program

2. School

3. Teacher

4. Grade level

5. Education at Santa Fe Junior College

6. What changes does she wish to make in the above?

7. In her own personal situation?

8. Does she wish to participate in the program next year?

f. Teacher's Perception of the Program

NAME_____

How does teacher feel about:

1. Program

A. PE in classroom

B. Home visits

C. Task development

D. Inservice training

E. Other (specify)

2. Parent educators

3. What changes does she wish to make in the program?

4. In her own personal situation?

5. Does she wish to participate in the program next year?

Overall, how has participation in Follow Through affected her morale as a teacher?

Years of teaching experience?_____ Years at this school?_____

1. Highest it has ever been.
2. Very High in comparison to prior teaching experience.
3. High in comparison to prior teaching experience.
4. Fairly High in comparison to prior teaching experience.
5. Undecided
6. Fairly Low in comparison to prior teaching experience.
7. Low in comparison to prior teaching experience.
8. Very Low in comparison to prior teaching experience.
9. Lowest it has ever been.

g. Mother As Teacher

The Mother As Teacher instrument was developed to assess the nature of a parent-child teaching situation. The procedure for the MAT begins with teaching the parent how to sort a set of blocks varying on four attributes into several successive sets of mutually exclusive groups. For each set of mutually exclusive groups the parent is asked to state the rationale involved. Following this first step, the parent is asked to teach his (her) child this same sorting task. The final step is the testing of the child to assess his mastery of the principles involved in sorting the blocks.

Both live and audio-tape observation data are collected on such areas as (1) how the parent corrects the child when he (she) makes a mistake, (2) the kinds of questions the parent asks, (3) the amount of talking by both the parent and child, and (4) the control strategies used by the parent.

Administration manuals, scoring manuals and materials for the Mother As Teacher may be obtained from the Institute for Development of Human Resources, University of Florida, Gainesville, Florida 32611.

A more detailed description of the instrument plus a discussion of data obtained with it can be found in:

Olmsted, Patricia P. and Jester, R. Emile
Mother-Child Interaction in a Teaching Situation
Theory Into Practice, Volume XI, Number 3, June, 1972.

INSTITUTE FOR DEVELOPMENT OF HUMAN RESOURCES
College of Education
University of Florida
Gainesville, Florida 32601

h. A Brief Description of the Cincinnati Autonomy Test Battery*

William B. Ware
John H. Litcher

As the major contractor for the Florida Parent Education Program (FPEP), the Florida Educational Research and Development Council (FERDC) has proposed to the Bureau of Elementary and Secondary Education, Division of Compensatory Education for Operation Follow Through three categories of objectives the Florida Parent Education Program hopes to accomplish during 1971-1972. These categories of objectives relate specifically to (1) parents, (2) children, and, (3) classroom and school.

The purpose of this paper is to discuss the implementation of the Cincinnati Autonomy Test Battery as a device to measure two of the six objectives that are listed under the category "for children." Specifically, these objectives are:

1. Increase cognitive development, ability to ask questions, to know evidence, manipulate materials, use abstract language, solve concrete problems and organize information.
2. Increase initiative and self-direction.

The Florida staff has experienced difficulty in the past in the selection of measures for children which assess these abilities and attributes that the FPEP is trying to strengthen. Some achievement data are available, but the types of abilities mentioned in the objectives above are not necessarily reflected in standardized achievement tests. While the FPEP is certainly interested in having children show progress on achievement tests, the measurement of the objectives above necessitates the collection of additional data. This type of data should be valuable

*The Cincinnati Autonomy though not developed in Alachua County was modified and testers were trained in Alachua County.

in determining whether the FPEP is accomplishing the specific objectives and might also suggest modifications in the program which should enable the accomplishment of these objectives.

Faced with a need for this kind of data, the FPEP has been confronted with the problem of selecting some measure that is appropriate for these objectives. In the search for such a measure, the Cincinnati Autonomy Test Battery (CATB) as developed recently by Thomas J. Banta, Ph.D., was identified.

The CATB is a series of tests which are administered individually to a child. While the length of the test is a function of the pace set by the child, a realistic estimate of the test length is forty-five minutes to one hour. The various parts of the test are designed to measure autonomous functioning in problem solving. "Autonomy" as used in this sense may be defined as self-controlling behavior that enables the child to work effectively in problem solving situations.

The specific abilities measured by the CATB are as follows:

1) Curiosity - the tendency to explore, manipulate, investigate and discover when faced with a new situation.
2) Innovative Behavior - the tendency to generate a wide variety of of solutions to problems.
3) Impulse Control - the tendency to restrain physical and mental activity when the task demands it.
4) Intentional Learning - the ability to learn a specified task.
5) Incidental Learning - the tendency to learn things other than the specified task while working on the specified task.

6) Persistence - the tendency to maintain goal directed behavior when the goal is very difficult to achieve.

7) Resistance to Distraction - the tendency to persist on a task when a distraction is present.

8) Field Independence - the ability to focus on something and separate it from the visual field.

Following two days of discussion with Dr. Banta and a considerable amount of reading, the staff at the University of Florida feel that the CATB is an appropriate measure of the above listed two objectives. For this reason, the FPEP hopes to use the CATB in four Follow Through communities next year. In each of the communities a small sample of children at each grade level will be tested four times during the school year. The sample will be different at the time of each testing so that no child will be tested more than once. Hopefully, a positive trend relating to these identified objectives will be noted. If such a trend is not apparent, then the FPEP must take a serious look at these objectives with the thought of modifying the program so that such changes will take place.

1. Changes in Parent Educators

In order to gather new data on changes in parent educators, members of the Florida staff developed two questionnaires, one to be filled in by the parent educator and one by the project coordinator (see Appendix F) and obtained returns from 535 parent educators and all project coordinators in the eleven regular centers plus Alachua. The findings may be summarized as follows:

1. Fifty-eight percent of the parent educators responding were Black, 34% White, 3% Mexican-American, 2% Indian and 3% other. Less than 1% are males and the average age of parent educators was 33. Seventy percent of the parent educators are married, 10% are divorced, 9% are separated, 8% are unmarried, and 4% are widowed.

Most of the respondents come from educational backgrounds in which their own fathers (49%) and mothers (41%) completed only the eighth grade or less. Twenty percent of the fathers and 27% of the mothers completed some high school, while 20% of the fathers and mothers graduated from high school (see Table XIV).

How do parent educators get their jobs? Twenty-five percent said they were active PAC members and 42% said they were active classroom volunteers before becoming parent educators.

The parent educator drop-out rate has been as follows: 1968-69 = 34%; 1969-70 = 24%; 1970-71 = 18%; 1971-72 = 20%. Their salaries averaged $315 per month across all communities (excluding Alachua).

2. Before becoming parent educators, the majority of the respondents (51%) had completed high school and only 15% had completed some college (up to two years of college). Twenty-two percent had some high school but did not graduate and 6% completed eighth grade or less. Only 4% had completed two years of college, another 4% had completed more than two years of college, but not four years, and less than 1% had completed four years of college.

3. After becoming parent educators, 43% of the respondents had completed some college (up to two years), 5% completed two years of college, another 5% completed two years, but not four years of college and still less than 1% had completed four years of college. Twenty-seven percent completed high school, 17% completed some high school but did not graduate and 3% completed eighth grade or less.

Table XIV summarizes the data concerning changes in the parent educators' level of educational attainment and their educational backgrounds in terms of their parents' level of educational attainment.

4. The majority of respondents (77%) have continued to live in the same house since becoming parent educators but 59% have made major changes in the house such as painting, repairs, new furniture, appliances, etc. Of the 23% who moved to a different house, 71% said they had moved to a better house and another 26% moved to a house that was about the same as their old house. Only 3% said they moved to a poorer house.

5. Several different kinds of educational opportunities have been made available to PE's by the program. Sixty-three percent of the parent educators have taken college courses. In 1968-69, only six PE's took 20 semester hours of credit. In 1969-70, 66 PE's took 544 hours credit. By 1970-71, 190 PE's took 2,239 hours credit and by 1971-72, 203 PE's took 1,889 hours credit.

TABLE XIV

Educational Levels of Parents of PEs and Changes in Educational Level of PEs

	Father's Educational Level	Mother's Educational Level	PE's Before Entering FF	PE's After Participation in FF
% Completing Eighth Grade or Less	49%	41%	6%	3%
% Completing Some High School But Not Graduation	20%	27%	22%	17%
% Completing High School	20%	20%	51%	27%
% Completing Some College But Not 2 Years	5%	5%	14%	43%
% Completing Two Years of College	1%	2%	4%	5%
% Completing Two Years But Not Four Years of College	1%	2%	4%	5%
% Completing Four Years of College	3%	2%	<1%	<1%

Fifteen percent of the PE's have taken basic education courses, and 12% have taken refresher high school courses, and 7% have taken refresher basic college courses. Sixteen percent have taken the GED (high school equivalency) exam. Six percent took advantage of other educational opportunities.

6. Follow Through has affected the PE's knowledge in other ways. Eighty-seven per cent of the PE's feel their knowledge has increased significantly in certain areas: the availability of medical, dental, and social services - 87%; legal assistance to low income parents - 77%; workmen's compensation - 48%.

Fifty-one percent feel that they speak "school type" English "much better" as a result of their participation in the program. Another 31% feel they speak "a little better" and 19% "no better."

7. Sixty-four percent of the respondents feel that they have changed "a great deal" in their attitudes toward understanding and managing children. Twenty-five percent feel they have "changed a little" and 11% feel that they have not changed.

The parent educators also feel that they have changed their attitude toward understanding and managing their own children with regard to the five areas reported in Table XV.

Further evidence of change was provided when PE's were asked if they had related to their own children at home in certain ways. Ninety-three percent said they read books to their children; 96% talk more with their children; 96% work with their children; and 91% play with their children.

When the parent educator change data obtained from the two questionnaires is examined along with the SRI and HISM data that has been collected since the

TABLE XV

Changes In Parent Educators' Attitudes Toward Understanding and Managing Their Own Children in Five Areas

	No Changes	Changed a Little	Changed a Great Deal
Reasoning	19%	34%	47%
Spanking	34%	34%	31%
Talking	21%	29%	50%
Explaining Why	19%	27%	54%
Asking What Child's Problems Are	18%	25%	57%

beginning of our program, it seems more than safe to say that Follow Through has had a definite and profound effect upon parent educators and their lives. Such changes may turn out to be among the strongest and longest lasting ones produced by the program.

2. Forms Developed 1971-73

a. The Parent Educator Job Folder was kept in the program director's office for easy reference. The following is an itemized list of the kind of information found to be most helpful to the director. These materials may be found in this section of the report.

Parent Educator Job Folder*

WHVR - Weekly Home Visitation Records.

Number of homes being visited and not being visited with comments.

Notes recorded during conferences of problems and recommendations.

Schedule - Home Visits: parents names, addresses, telephone numbers, and times of visits.

Classroom activities

Conference Guides - used as a basis for discussions of job performance and an opportunity to discuss personal considerations.

General attitude
Cooperation
Punctuality
Attendance

Interview Forms - with personal data: address, telephone numbers, former experience, educational background, etc.

Contract or Agreement of Job Expectations - to be reviewed during periodic conferences.

---

*Folders containing the above information were kept in the director's office for immediate reference.

b. TEACHER AIDE INTERVIEW*

NAME_____

ADDRESS_____ PHONE NUMBER_____

_____ INTERVIEWED BY_____

1. Low income background? Does she live in the Lake Forest or Sidney Lanier School District?

2. Experience working with children.

3. Experience working with other adults.

4. Educational background (high school education is desirable but not mandatory).

5. Speaking vocabulary (between black dialect and standard English is desirable).

6. Motivation to participate in program and to be an aide in Alachua County.

7. Will she be able to attend Workshops and will she be here during school year?

8. Does she understand that she needs car and is she willing to make home visits sometimes after hours? Can she attend in-service sessions? Can she work 8-4?

9. What are her career development plans? (Is she interested in going to Santa Fe?) Does she plan to live in Alachua County for next few years? Would she accept a teacher aide position in Alachua County?

10. Would she be willing to take a physical if these were required?

---

*This form was used to interview prospective parent educators, 1971-72.

II. Experience

A. Public School (non Follow Through) _____

State specific job. _____ How many months?____Years?____

Pre School _____

State specific job. _____ How many months?____Years?____

B. Parent Educator? _____ How many years? _____

C. Other experiences:

1. With children: _____

_____

2. With adults: _____

_____

III. Expectations

A. What career most interests you now? _____

_____

B. Where would you prefer to work? _____

Would you move to another location for a job? _____

Do you have a car if a job requires one? _____

IV. Other comments:

V. Summary or Recommendations:

c. Parent Educator Interview
for Career Exploration*

Name _____ Date _____

Home Address _____ Telephone number _____

_____ Interviewed by _____

I. Training

A. Follow Through Workshops

1. Summer _____ How many? _____

2. Weekly inservice _____ How many? _____(approx.)

3. Monthly all day inservice ___ How many? _____(approx.)

B. Educational Background

1. Attended Santa Fe Community College. _____

a. How many terms? _____

b. Have you been tested and counseled at the Santa Fe Gap Center?_____

c. Do you plan to complete a degree at Santa Fe? _____

d. If so, when do you expect to finish? _____ What degree? _____

2. Attended other training programs, colleges or universities. _____

a. What program or institution? _____

b. Where? _____

c. Number of months or years? _____

d. Did you earn a certificate or degree? _____

What certificate or degree? _____

3. What are your educational plans? _____

_____

_____

*This was used to begin career exploration for parent educators as the training program drew to an end, Spring, 1973.

d. Parent Educator Exit Interview*

Name _____ Date _____

Has all of your data been turned in? PEWRs_____ IFMFs_____ HERs_____
Travel _____

I. Since this was a training program, what do you feel better able to do as a result of the training? (Inservice and preservice workshops, Santa Fe course, teacher directed activities, other?)

II. During your participation in this program has your attitude changed about:

1. Yourself? _____
   Explain

2. School _____
   Explain

3. Parents _____
   Explain

4. Children _____
   Explain

III. What career plans do you have?

What definite job do you have?

*This was the final exit interview for parent educators, June, 1973.

e. Assorted Forms*
Carried on Home Visits by Parent Educators

I understand that I may be videotaped in connection with the Follow Through program and consent to the use of this tape for educational and research purposes.

Date _____ Signature _____

*During registration, parents filled out these "blanket" releases for taping their children.

Dear _____

My next visit will be on _____

at _____.

_____
Parent Educator

*Parent educators carried these on home visits, filled them out and left them with the parent.

Date _____

Dear _____:

I am sorry that I missed seeing you today. Please call me

at _____.

Thank you.

_____
Parent Educator

*If the parent did not answer the door, the P.E. could fill this out and leave it in the mailbox or in the door.

PARENT EDUCATOR 1971/72

P.E. NAME _____

DATE _____/72 TIME _____ A.M._____P.M.

PARENT NAME _____

CHILD NAME _____

TASK NUMBER _____

INSTRUMENT _____

PARENT SIGNATURE _____

*P.E. attached these filled out slips to the PEWR which were handed in weekly. (1971-72 only)

f. Expectations for P.E. in Alachua County

The following was developed in Alachua County to be used as a contract with parent educators in 1972-73. During 1971-72, it became apparent that these particular items may have been unclear or misunderstood as these expectations seemed to be misinterpreted.

During the summer workshops each item was discussed with the parent educators as a group. They were given the opportunity to question and then to sign a copy of these expectations.

Because we tried to give all participants in the program copies of memos or other information which may affect them in some way, we gave copies of this form to the teachers as well as to the principals.

These items were also used in periodic evaluations or conferences with the parent educators.

f. Expectations for Parent Educators in Alachua County*

1. To be at school at 7:40 A.M. to plan and prepare with the teacher.

2. To put in an 8 hour day moving between the classroom and home visits.

3. Sick days will accumulate at the rate of one a month.

4. To notify the teacher immediately if she cannot be at school at the appointed time.

5. To make home visits on a regular basis to every family assigned to her.

6. To make a module when asked to do so.

7. To attend and work in training sessions and workshops.

8. To take visitors on home visits when asked to do so.

9. To fill out PEWRs carefully as soon as possible after a home visit and to turn them in on a weekly basis.

10. Will become so well acquainted with her job that she can teach another person how to do it.

11. To continue to sell the program to parents including support of the teacher and of the school to the best of her ability.

12. An EPDA parent educator should regularly attend classes at Santa Fe Junior College and perform to the best of her ability.

13. Will notify parent immediately if she cannot make a scheduled home visit.

14. To gather data with HER and IRMR as carefully as possible and turn it in on time.

I have read the above information and understand that to ignore these statements shall necessitate an evaluation of my position and could be cause for dismissal.

_____
Signature

_____
Date

*This form was used as a contract as well as during evaluations or conferences with the parent educator. This was also useful as an interviewing technique.

Parent Educator _____ Teacher _____ Grade _____ Date _____

Child's Name	Visit Completed		Not Completed	Task Name & Number	What Happened?
	Date	Time	Reason		

*The parent educator completed two copies of this record each week. One copy was given to the teacher and the other copy to the program director. The program director used this report in conferences with the parent educator to discuss what happened on the home visit. This report was used by a program director in conferences with each parent educator as soon as home visit schedules were set up. It was then used to discuss how home visits were going every two or three months with special emphasis on its use later in the year when there was a tendency for the number of home visits to drop off.

g.(2) HOME VISITATION*

TEACHER'S NAME _____ P.E.'S NAME _____

Homes being visited _____

Homes not being visited _____

COMMENTS:

*This form was given to each teacher and parent educator as feedback. It was sometimes used in conferences with teacher and P.E..

g.(3) Summary of Home Visit Reports*

Date _____

P. E.'s Name	Not Visiting	Reason	Comments

*This form was designed to aid the coordinator in seeing the overall home visit picture. A copy was given to the principal.

g.(4) DATES OF HOME VISITS AND TASKS PRESENTED*

GRADE _____ TEACHER _____ PARENT EDUCATOR _____

DATE/TASK NO. _____ WEEK _____

Child's Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	
8.																	
9.																	
10.																	
11.																	
12.																	
13.																	
14.																	
15.																	

*Used (1971-72) by Coordinator and P.E.s to record home visits.

g.(5) HOME VISIT REPORT*

H.S.C. _____ TEACHER _____

Name of Parent Visited	Child's Name	Visit Number	Date	Purpose For Visit*

*CODE: HER TASK NO. _____ P.E. Signature _____
FOR PURPOSE OF VISIT

*Some parent educators preferred to use these to keep their own records of home visits.

g.(6) OBSERVER HOME VISIT REPORT*

DATE _____ TIME _____

NAME OF P.E. _____

NAME OF OBSERVER _____

NAME OF PARENT _____

MILEAGE _____

TASK and/or INSTRUMENT _____

COMMENTS:

*When a visitor or teacher accompanied the parent educator on a home visit, this form was filled out and filed with the coordinator.

g.(7) Home Visit for a Visitor to the Project*

Dear

Will you please arrange a home visit for _____

from _____ on _____?

As soon as you know something definite please tear off the attached slip and put it in my box.

Thanks,

Dot

- -

I have arranged to take _____ on a home visit on _____

at _____o'clock.

I will meet her at _____ at _____o'clock.

_____

(signature)

*This form was filled in and given to parent educators as a reminder for them to set up a home visit for a visitor to the project or for a consultant to accompany the parent educator.

g.(8) Home Visitation Progress*

Teacher's Name	P.E.'s Name	Homes Being Visited	Homes Not Being Visited

*This form was used to feedback to administrators to keep them informed of home visitation progress.

g.(9) Home Visit Report*

PARENT EDUCATOR	HOMES TOTAL	HOMES VISITING	HOMES NOT VISITING
School Total			

*This kind of information was periodically given to the principals and filed in the coordinator's office.

g.(10) Home Visit Reminder*

TO: _____ Parent Educator

FROM: _____ Director

You have a home visit scheduled on _____ with _____ at _____ o'clock. Please meet in my office at _____.

This visit is scheduled to see if there is some way that we can be of help to you in doing your job. Every one has a busy schedule, and we will need your help to make sure that the parent is notified and reminded that you are coming.

Please try to help the parent to feel comfortable about your visit, assuring her that the Florida consultant is coming to help you and the rest of us to find ways to improve our program.

*Reminder to the parent educator of a consultant visit for them. (Copies are also given to the teacher.

Signature of Traveler

Social Security Number

h.(!) VOUCHER FOR REIMBURSEMENT OF TRAVELING EXPENSES*

ate	Traveled	Beginning & Ending Time	Beginning Speedometer	On Return Speedometer	Auto Mileage	Name of Family

*Parent Educators used this form to record their travel from the school to homes they visited and back to school again. (Our P.E.s received 10¢ a mile for travel.) These forms were then given to the coordinator once a month.

h.(2) MILEAGE *

PARENT EDUCATOR	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE

* This form was an aid to the coordinator in evaluating the amount of travel money used.

1. Parent Educator
Home Visitation and Classroom Schedule

The rationale for using the following Parent Educator Home Visitation and Classroom Schedule is:

1. To help the program directors and/or principals know what activity-classroom or home visit is being performed by the parent educator.
2. In an emergency where it may be necessary to get in touch with the parent educator we thus have a record of where she is visiting.
3. If a home visit is cancelled by a mother through a phone call to the school, the schedule would have the information of how to communicate with parent educators regarding the cancellation.

The schedule is given to the program director, principal, teacher, parent educator, and secretary in the office.

1. Parent Educator
Home Visitation and Classroom Schedule

Teacher _____

Name _____

School _____

Room No. _____

Grade _____

Instructions to Teacher & Parent Educator:

Following the development of your classroom activities plan and the development of the home visitation schedule, please indicate in the proper space the address of parent who is being visited by the parent educator and her classroom activities.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30- 8:00 a.m.					
8:00- 8:30 a.m.					
8:30- 9:00 a.m.					
9:00- 9:30 a.m.					
9:30-10:00 a.m.					
10:00-10:30 a.m.					
10:30-11:00 a.m.					
11:00-11:30 a.m.					
11:30-12:00 a.m.					
12:00-12:30 p.m.					
12:30- 1:00 p.m.					
1:00- 1:30 p.m.					
1:30- 2:00 p.m.					
2:00- 2:30 p.m.					
2:30- 3:00 p.m.					

j. FOLLOW - THROUGH TEAM LOG*

MEMBERS PRESENT	DATE	OBJECTIVES	EVALUATION

*Follow Through Team Log. One technique that teachers developed to evaluate their inservice component [for E.I.E. (Educational Improvement Expense) points towards renewal of teaching certificates] was to keep a log of teacher participation "for task development and learning".

To facilitate this record keeping one teacher at Lake Forest developed this log which was then adopted by all of the Follow Through teachers. (See following of this log.)

k. INDIVIDUAL STUDENT TASK RECORD *

STUDENT: P.E.:

TASK Name & Number	DATE	COMMENTS	EVALUATION

*The Individual Student Task Record is a teacher developed form to record tasks that each student had received with space for appropriate comments and evaluation. These forms could then be filed in students' cumulative folders so that a teacher may review which tasks were previously given to each child.

1. PROGRESS REPORT*

1. Do you need E.I.E. points?_____ How many?_____ What kind?_____

2. The in-service time decided upon was 2:00 to 3:30 P.M. Is there a problem?

3. What concrete suggestions do you have for in-service workshops?

4. How is Follow Through fitting in? Is all this integrated into your total program?

*The form was used to get feedback from teachers soon after the beginning of the school year Sept. 1971.

m. EDUCATIONAL PROGRESS OF PARENT EDUCATOR*

Instructor _____ Course _____

Parent Educator _____ Grade _____

Semester _____ Date _____

I. Please indicate this parent educator's strengths and weaknesses in meeting the objectives of the course.

II. Please rate the following characteristics of this parent educator by circling one of the following choices: U - Unsatisfactory; S - Satisfactory; O - Outstanding; X - Unable to rate.

A. Initiative	U	S	O	X
B. Motivation	U	S	O	X
C. Intellectual competency	U	S	O	X
D. Potential as Teacher	U	S	O	X
E. Others (Please specify)				

III. What are your recommendations for this parent educator regarding future course work, remediation, needs, etc.?

---

*Santa Fe College instructors evaluated parent educators on these forms. See Appendix for more information about Santa Fe College training for parent educators.

n. EVALUATION OF SANTA FE COURSE WORK *

Parent Educator _____ Semester _____ Date _____

Teacher _____ Course _____

1. Please list the strengths of this course.

2. Please list the weaknesses of this course.

3. What changes should be made in this course?

4. Should you have taken a different course? Yes____ No____ Please explain:

---

*Parent educators used these forms to evaluate their Santa Fe course work. See Appendix for more information about Santa Fe College training for parent education.

3. MATERIALS DEVELOPED IN THE WORKSHOP

a. TENTATIVE OUTLINE FOR PARENT EDUCATOR'S FIRST HOME VISIT

This is a SUGGESTED outline for parent educators to follow on their first home visit. The thinking behind this is to give the parent educator some type of systematic guide to provide information to the parent that will explain what the Follow Through program is and other pertinent information to the program. Again, this is a SUGGESTED outline. It is not something the parent educator would read to the parent but that she would put into her own words. Also, after the parent educator had presented this information verbally, she would have a copy of the same information which she could leave in the home.

If there are any items on the outline which are not satisfactory to you, you are certainly free to eliminate them or for that matter, to throw away the whole outline. I am sure on the other hand, if there are additions that you think would be valuable, you are certainly free to add them.

July, 1971

TENTATIVE
OUTLINE FOR PARENT EDUCATOR'S FIRST HOME VISIT

My name is (Mrs. Henderson). I am one of the parent educators in (Billy's) class.

(Miss Casper) is (Billy's) teacher at (Quentin) School.

(Mr. Douglas) is the principal. The school phone is (382-6015).

The Policy Advisory Committee chairman is (Mrs. Jacobs), phone (382-3417). The PAC regular meeting is (second Tuesday) of each month at (Civic Center).

(The parent group at our school will meet Tuesday, September 14, 1971, in room 215 at Quentin School.)

Follow Through Coordinator is (Mrs. Minford). She and her staff are located in (central building), phone (382-8841).

(Description of Follow Through Program.)

I will be making weekly visits with you. On these visits we will discuss (Billy's) progress in school, tasks that you will teach (him) and information on health services, social services and educational services. There will be some information collected for use at the University of Florida.

b. Role Expectancies of the Follow Through Principal

(Developed by participants in the
Follow Through Principal's workshop, July 12, 1972, Gainesville, Florida)

1. Principal should have a thorough knowledge of the complete program.

   a. The principal should become familiar with the Federal guidelines of the Follow Through Program.

   b. The principal should become familiar with the tenets of the Florida Model by acquainting himself with the annual "Florida Follow Through Proposal."

   c. It is suggested that the principal read the book "Experiments in Primary Education" by Maccoby and Zellner.

   d. It is recommended that the principal confer with the local project coordinator in order to more clearly establish his role in Follow Through.

2. Principal should establish personnel selection procedures that:

   a. will insure the selection of Follow Through teachers and parent educators who have the unique qualities that would enable them to succeed in the program (see Role of Follow Through Teacher and Role of Parent Educator).

   b. will insure the involvement of the PAC personnel selection committee.

3. Principal should make sure that all personnel have a thorough knowledge of the program (e.g.: through inservice training activities).

4. Principal should help bring about a school-wide understanding of the program.

5. Principal must help sell the program to the parents and community.

6. Principal and Project Coordinator must develop a workable relationship to put across the program.

7. Principal should be aware of changes that take place from time to time in the program.

8. Principal should invite community to a meeting to explain what program is all about.

9. Principal should attend all PAC meetings.

10. Principal should help prepare the staff development program within his building.

11. Principal should make home visits with PEs.

12. Principal should meet supportive personnel (e.g. task specialist) to learn what their role is in the program.

13. Principal must help schedule and organize the supportive staff for effective use (e.g. schedules for psychologists, social worker, etc.).

14. Principal must realize that his school will have many visitors and experience a great deal of evaluation and testing.

15. Principal must be sensitive to life styles and values of many groups.

16. Principal should meet with supportive staff frequently.

17. Principal should get to know city-wide PAC chairman.

18. Principal should make sure that Follow Through classes reflect the minimum of 50% low income pupil composition required in the Follow Through guidelines.

19. Principal should maintain close contact with all classroom teams to make sure they are functioning properly.

20. Principal should help evaluate Follow Through teacher and parent educator performance (see Role of Follow Through Teacher and Role of Parent Educator).

21. Principal should oversee the establishment of an administrative and evaluative structure to monitor home visits (e.g.: schedule of home visits, number of home visits per month by parent educator and family, determination of compensatory time off, etc.). He should be aware of home visit problems that teachers and parent educators are unable to solve even to the point of making home visits himself.

22. In planning the schedule for Follow Through classes, the principal should establish that sufficient time be set aside for planning.

    a. Either build the schedule so that an hour a day be set aside for planning, or

    b. Show the teacher how to find planning time.

23. Principal should oversee the evaluation of the Follow Through program in his school.

24. Principal should make provision for parent educators to take part in social affairs (e.g.: luncheons, picnics, etc.).

25. Principal should attempt to provide some type of material rewards (e.g.: money or materials and equipment) for Follow Through Teachers as an incentive for them to meet the extra demands that the program places on them.

26. Principal should oversee systematic feedback to Follow Through teachers and parent educators on how they are performing their jobs. Feedback should not only come from the principal and project coordinator, but also should occur regularly (e.g.: monthly or bi-monthly) within the teaching team.

27. Principal should oversee the establishment of administrative procedures to monitor parent educator activities (e.g.: keeping commitments, tardiness, calling in when delayed, showing up on time, etc.).

c. Role of the Follow Through Parent Educator

Expectations	Time Provided	Training	Support	Pre-requisite
1. The parent educator will visit homes once a week	1 hr. per week per parent	1 wk. pre-service regular monthly inservice trng.	visiting consultant onsite coordinator	must be able to talk to parents in their own language - must be able to use private or public transportation *
2. The parent educator will plan with the teacher home visits, tasks, classroom activities	2 1/2 hrs. per week	"	"	must be willing to listen to and plan with teacher
3. The parent educator will present specific activities once a week in the home for parent to perform with their children	included in the home visit	"	"	must be willing to listen and plan with parents
4. The parent educator will serve as a first line contact for comprehensive services and refers through teacher	1/2 hr. inservice per week	bi-monthly local inservice trng.	ancillary staff	interest in community service
5. The parent educator will carry PAC information, school information, as well as parent involvement ideas to the home and take back to the school parental concerns and ideas	part of the 1 hr. home visit and 3 hrs. planning	"	visiting consultant onsite coordinator	already listed under 1, 2, 3
6. The parent educator will work with individual children, small groups of children, large groups of children in the classroom, and other educational experiences specified by the teacher (e.g.: field trip)	13 hrs. per week	"	"	must like to work with children

*to get to homes must like to visit parents

Role of the Follow Through Parent Educator (contd.)

Expectations	Time Provided	Training	Support	Pre-requisite
7. The parent educator should attend PAC meetings	2 hrs. per week	--	--	--
8. The parent educator will talk and listen to a variety of people: 1. parents 2. teachers 3. school administrators 4. PAC	part of the home visit and school activity's time - already allotted	1 wk. pre-service trng. - onsite monthly visits	visiting consultant onsite coordinator	already listed under 1, 2, 3
9. The parent educator will keep records of her home visits	4 hrs. per week	"		must be able to read and write
10. The parent educator will obtain ideas for learning activities from parents	part of the home visit	"		already listed under 1, 2, 3
11. The parent educator will encourage parents to come to school in order to participate in classroom activities	part of the home visit	"		"
12. The parent educator will adhere to school policies concerning attendance, punctuality, calling in when delayed, etc.				

d. Role of the Follow Through Teacher

Expectations	Time Provided	Training	Support	Pre-requisite
1. The teacher will develop with the parent educator a weekly schedule of home visits, task development, and classroom activities.	Variable (Suggested: ? hrs. at beginning of school yr; ½ hr. for schedule revision as needed.)	preservice workshop	visiting consultant, coordinator, principal, team leader.	knowledge of time and travel involved in activities
2. The teacher will plan with the parent educator for home visits, tasks, classroom activities	minimum of 5 hrs. per week (for PEs)	pre-service workshop, regular monthly inservice training	visiting consultant, coordinator, team leader, principal	must be willing and able to listen to and plan with PE
3. The teacher will encourage parent educator to present specific activities once a week in the home for parent to perform with their children	included in the planning (#2)	"	"	must be willing and able to listen to and plan with PE
4. The teacher will encourage parent educator to serve as a first line contact for comprehensive services	included in the planning (#2)	bi-monthly local inservice trng.	ancillary staff	interest in community service
5. The teacher will encourage parent educator to carry PAC information, school information, as well as parent involvement ideas to the home and take back to the school parental concerns and ideas.	included in the planning (#2)	"	visiting consultant onsite coordinator, team leader, principal	already listed under 2, 3
6. The teacher will supervise the parent educator in working with individual children, small groups of children, and large groups of children in the classroom	Variable: (Suggested: 4 hrs. per week for 2 PEs)	"	"	knowledge of supervisory techniques and motivation to implement them

Role of the Follow Through Teacher (contd.)

Expectations	Time Provided	Training	Support	Pre-requisite
7. The teacher should attend PAC meetings	Variable (Suggested: 2 hrs. per week)	--	--	--
8. The teacher talks and listens to a variety of people: 1. Parents 2. Parent educators 3. School administrators 4. PAC	already allotted in #2	pre-service-workshop trng. - on-site monthly visit	visiting consultant, on-site coordinator, team leader, principal	must be willing and able to listen and talk to parents, PEs, PAC, etc.
9. The teacher reviews records the PE keeps of her home visits	see #2	"	"	knowledge of PEWR and other instruments already listed under 2,3
10. The teacher will encourage parent educator to obtain ideas for learning activities from parents	see #2	"	"	"
11. The teacher will encourage parent educator to encourage parents to come to school in order to participate in classroom activities	see #2	"	"	"
2.. Teacher will act as referral agent to comprehensive services for children and parents	see #2	see #4	see #4	knowledge of comprehensive services

e. Role of the Team Leaders

Duties	Time Provided	Training	Support	Pre-requisite
Team Leader will:				
1. Coordinate Team activities (Team = approx. 10 teachers and 20 parent educators)	4 hr. per week	1 wk. pre service regular monthly inservice	Consultant and Coordinator	Lead teacher experience, have human relation skill
2. Coordinate Home visitation schedules	8 hr. per week	1 wk. pre service with other team leaders	Coordinator and Program Specialists	Willing to talk to parents in language of community
3. Conduct teaching and home visit demonstrations	12 hr. per week	1 wk. pre service regular monthly inservice	Consultant and Coordinator	Same as 1 and 2 above
4. Serve as liaison between coordinator and team	3 hr. per week	Training as needed Directed by Coordinator	Ancillary staff	
5. Assist program specialists (task, curriculum, nurse, social worker, etc.)	6 hr. per week	Bi-monthly local inservice	Consultant and Coordinator	Same as 1 and 2 above, plus understanding of curriculum
6. Perform non-instructional tasks (ie. record keeping, order supplies, parent conferences (with team members), work with L.E.A.)	2 hr. per week	Bi-monthly local inservice	Coordinator	Ability to keep records
7. Work with other team leaders (pre service, inservice, specialty workshops)	2 hr. per week	1 wk. pre service regular monthly inservice	Consultant and Coordinator	Have human relation skills

f. ROLE OF TASK SPECIALIST

1. Spend time in the classrooms interviewing and working with Teachers and P.E.'s on Task content ideas. What classroom team wants and why they want it. May include some observation of classroom activities to get ideas. Spend about 1/3 time on this.

2. Spend time on home visits, seeing how the tasks are actually delivered, and work with P.E.'s on both development and delivery. Spend about 1/3 time on this.

3. Task writing, being involved in the video-taping, maintaining library, distributing tasks, communicating with Florida. Spend 2 days a week on this.

4. Meeting with PAC curriculum committee, and/or in-service training of Teachers and P.E.'s. Spend about 1/3 time on this.

g. Suggested "Flow of Task Development"

Basic Flow

1. Task originates in one of the following ways: Teacher-Parent Educator, PAC Curriculum Committee, Parent, Task Specialist, or University of Florida.
2. Planning session for use in particular home. (Teacher-Parent Educator)
3. Task goes to individual home and simultaneously goes to task specialist and is assigned a temporary number.
4. Task specialist and teacher get feedback from PE on task. (PEWR as guide)
5. Task specialist rewrites for general use, and assigns a final number.
6. Task specialist distributes to all classrooms.
7. Task specialist presents monthly set to PAC Curriculum Committee at a meeting and sends to administrators (principals, coordinator)
8. Send tasks to University of Florida monthly.
9. University of Florida comments based on logical (8 Criteria, 7 Desirable Teaching Behaviors) and empirical (PEWR) information sent to community.
10. Task specialist gives feedback to teachers and PE's on PAC comments and University of Florida comments. (at in-service meeting or in writing)

Starting Points

All of the following methods are intended to help facilitate developing tasks. Starting point A involving the teacher and parent educator is the basic approach and will no doubt be the one most commonly used.

A. Teacher-Parent Educator
   1. Teacher and/or parent educator originate task idea in the classroom
   2. Teacher and/or parent educator develop (write) a round draft of the task.
   3. Then follow steps 2-9 in Basic Flow

B. PAC Curriculum Committee
   1. Task goals originate in PAC Curriculum Committee (we want our children to be able to add)
   2. Task specialist works with Curriculum Committee to broaden and deepen this goal (not deny but go beyond - what are ways children learn how to add, what use for addition)
   3. Task specialist has to examine existing library for tasks that match PAC goal and explore with PAC how they match goals identified by PAC.
   4. Task specialist rewrites tasks or creates new tasks.
   5. Presents these to Teacher and PE in individual conference related to "3" above or in in-service group sessions.
   6. Then the task follows steps 2 - 9 of basic flow.

C. Parent
   1. Parent originates task idea
   2. PE reports idea to Teacher
   3. a. If teacher can use immediately with another child, she goes to step 3 of basic flow.
      b. If not developed enough, goes to step 5 of basic flow.

D. Task Specialist
   1. Task specialist originates task idea
   2. Takes it to a classroom
   3. Goes to Step 2 of basic flow

E. University of Florida
   1. University of Florida originates task.
   2. Goes to talk specialist.
   3. Takes it to a classroom.
   4. Goes to Step 2 of basic flow.

INSTITUTE FOR DEVELOPMENT OF HUMAN RESOURCES
College of Education
University of Florida

1972 Follow Through Summer Workshop
August 3, 1972

h. Suggestions from Lake Forest teachers and parent educators about visiting "hard to visit" homes.

1. Put your feelings aside and try to think of the child and involving this family.

2. Reach child in classroom first and then go to the home.

3. Sometimes the mother has problems and you do have to try harder to win her. Can't go through the child.

4. Switch to other parent educator if personalities conflict.

5. Try to go in as a friend; be a friend first and then you will make it as a parent educator in the home.

6. At the beginning, take in a letter - very short and to the point - about the program.

7. Last resort - "let him miss the bus". When you take him home, you may get to talk with the parent.

8. Be sure to keep telling the parent about the program, but do not throw all of it at them at one time.

9. Think of something positive to tell the mother each time you go to the home.

10. Build up a good rapport with the child in the classroom and he will take this feeling home.

1972 Follow Through Summer Workshop
August 3, 1972

i. Suggestions on how to use parent volunteers.

PE's help locate people who could help:

1. Arrange field trips
2. Speakers with slides and collections - records

Children identify resource persons and teacher or PE follow through.

Parents locate others who could help.

Ways volunteers can help:

1. Read stories
2. Help with art
3. Fathers would help with Physical Ed. for boys.
4. Parties
5. Snack time for K
6. Phoning
7. Field trips - volunteers could arrange with place to be visited.
8. Different occupations can be explained.
9. Transportation for PTA, etc.
10. Baby sitting when necessary

Make sure other grades know about resource persons available. Keep a type of file.

Get to know parents by personal contact; make them feel wanted.

Get the parents to help with break time:

1. Bring snacks
2. Take the children for walks
3. Read stories, etc.

Clerical work

1. Typing stencils
2. Grading papers
3. Filing
4. Passing out assignments

Monitoring:

1. Assisting with bathroom privileges
2. Helping with bus children
3. Assisting on the playground

Area of Special Interests and Resources

1. How not to use a volunteer:

   a. Don't use the volunteer as a [illegible]
   b. Don't give the volunteer problem [illegible]ldren
   c. Don't abuse the volunteer
   d. Don't show favoritism

2. How to use a volunteer:

   a. Find out what they would like to do
   b. Find out what they can do best
   c. Make a list for parent to sign at registration

1. Take time to find out the talents of the parents and volunteers.

2. A way to exchange information about volunteers and resource people.

3. Parent with art talents was used at Lake Forest in 5th grade.

4. Air Force Captain used at Sidney Lanier in 5th grade to discuss job opportunities in Air Force and other services.

5. Banking and Finance people were used at Sidney Lanier. This lead to a 5th grade bank tour.

6. Other tours and field trips: Burgerking, Publix Market, University of Florida Horticulture and Animal Experiment shelter, Bell Telephone Company, etc.

j. Methods Used to Get Parents to Come to School

1. A date should be set prior to registration for the first meeting of the year in grade levels then break up to individual classrooms. It probably should be a night meeting. Talk with parents and give them a written invitation to the meeting at registration. If parents don't come to registration, children will write notes and take home to parents. Announce date for next meeting.
2. Have the parent denote one hour a week at her own convenience through the PE.
3. Send daily reminders from the PE.
4. Invite parents on their birthdays.
5. Provide a lounge for the parents.
6. Organize a parent club for each classroom; home room mother for chairman.
7. Car pool for parents to attend meetings.
8. Explain the Follow Through program to the parents as they register their children.
9. Stress the importance of their child in the program.
10. Don't label it as "Meeting;" call it a "get together," etc.
11. Let mothers do the calling for the "meetings."
12. Take a room count and award a banner to the room that produces the most parents.
13. Principals, PAC chairmen, and teachers should invite parents individually.
14. Time consideration - keep the meetings short and interesting.

k. Human Relations Problems
Identified by Follow Through Teachers and Parent Educators
July 19, 1972

The following statements were taken from groups composed of teachers and parent educators from various communities who discussed what human relations problems were known by them to exist in the schools in which they worked. There has been no effort to edit these statements. They are being handed back to the group for consideration. At a later time, based on the feedback we get from these groups, we will rewrite these statements.

1. Younger teacher working with PEs with experience. How to work with teachers without taking over?

2. PE taking incorrect information into home.

3. How to help PE or teacher who needs help but refuses it?

4. How can teacher help PE with subject matter skills without making PE feel inferior?

5. What are some human relations skills PE needs to help in making home visits?

6. How can you make PE feel worthy and comfortable?

7. How to deal with feelings of jealousy or personality conflicts between PEs - or conflicts between PE and teacher?

8. Techniques used at beginning of school year to help establish good working relationship between teacher and PE.

9. Problem of teacher not allowing PEs to work.

10. Racial problems between parent and PE.

11. Where one PE doesn't carry her full load and teacher doesn't do anything about it.

12. Better communication between Follow Through classes and other classes in the school.

13. PE having to explain and justify teacher's action to parent.

14. Inability of PEs to keep confidential information.

15. Coordinator being partial to one PE even though she does not do the job (Ex. - adsentee- not making home visits).

16. Feeling of rivalry between PEs in the program.

17. A PE that degrades a teacher and the classroom situations, and gives information that does not need to be revealed to the parents of particular children.

18. When a PE discusses the classroom situations and events with another teacher in a degrading manner.

19. When teachers discuss PEs with other teachers.

20. Gossip element.

21. Favoritism towards one PE over the other.

22. How can the teacher make the insecure PE feel more secure.

23. How can the teacher tell a PE that she is doing something wrong without offending her or letting the students know that she told her.

24. Teacher does not allow PE to assume many responsibilities which PE could assume.

25. Many teachers don't rotate children. PE keeps only one group all the time.

26. Teacher not being able to communicate with the PE.

27. The principal should get with the teacher and PE every week to evaluate week's progress.

28. Teacher, PE and Principal in the Follow Through program without choice. (For any program to work these people have to believe in it themselves.) There should be a screening for these people for the betterment of the program.

29. Parent wants PE to tell how child is doing in school. PE taken by surpri gives no information. The child does poorly on report card.

K. What to do After you Meet With the Parents at the Meeting

1. Explain the Follow Through program to the parents.

2. Have experienced parent, teacher, and PE speak to group.

3. Invite parent to have lunch with child as often as possible.

4. Ask parents what they want of the teachers and PEs.

5. Discuss forming a car pool for evening or afternoon meetings for parents.

6. Buddy system among two grade levels. Example: K team with 4th grade. Parents meet together to meet their child's buddy; grades do things - make things for each other.

7. Familiarize parents with the tests -- get them involved. Be sure they are given a chance to express themselves; anxieties, questions, etc.

8. Include parents with PEs and teachers in planning and conducting the PAC meetings.

9. Invite parents to submit ideas and suggestions. Recruit older parents to speak to younger parents. Discuss developing tasks with parents.

10. Ask for comments and criticisms from parents.

11. Work out language barriers; have a social period; provide entertainment by children, film strips, etc.

12. Ask parents what it would take to get them involved?

1. Suggested Solutions to Human Relations Problems

July 19, 1972

The following statements represent tentative solutions offered by the groups who had suggested what human relations problems Follow Through teachers and parent educators observed as they worked in schools. There was very little effort made to edit these statements.

Gossip

Some people involved in gossip because of misinformation.

React to gossip by ignoring it.

When confronted with gossip, nip in bud, in the beginning.

Set up rules and regulations at first of year - written down and posted. If problem arises, refer them to the list of rules.

Define role of each person at beginning.

Refer parent to someone to get correct information.

Arrange conferences if problem arises to air gossip with all involved - perhaps principal, PE and teacher.

Jot down instances where person might not be following guidelines to use as reinforcement if needed for evaluation.

Inservice programs of sharing sessions concerning problems.

Observe in classrooms for new ideas. If you criticize, offer constructive suggestions.

Communication

Take time to define clearly.

Leave note in specified place asking what you might not understand (suggestion box?).

Take nothing for granted.

Write notes for suggestions for ourselves and PEs.

Help for those who need it - won't accept it.

Techniques for establishing working relationships.

Learn each others strengths and weaknesses, likes and differences.

Introduce PEs by name to children.

Better Communications

1. Meet together for get-acquainted sessions at the beginning to develop understanding to avoid problems.

2. Monthly problem-solving sessions.

   A. All teachers meet together.

   B. All PEs meet together.

   C. Both groups meet together to attempt to solve problems.

1. How much should PE tell parent about child's progress in school? How will she (PE) present the information to the parent?

PE should relate only as much information as the teacher tells her.

How - 1. Through weekly folders containing children's work. PE shows these to parent.

2. Through resumes prepared by teachers.

3. by inviting parent to come to school to watch child's performance herself.

4. By telling parent she (PE) will check with teacher and come back to tell parent.

2. What to do about teachers and principals who don't care about being in the program?

Take survey of all teachers and principals in district. Present facts concerning the program and then let them decide whether they want to participate. Place all participants in certain schools or areas - switch off schools or grades - just don't have people who aren't interested in the program.

1. How to solve gossip?

Group conferences between gossipers, principals, social workers, etc.
Go to the source of gossip.
Don't follow-up gossip (never repeat what you hear).

2. Communication between teacher and PE.

Be open with each other.
Praise each other.

B. GUIDE FOR THE TEACHER-P.E. CONFERENCE

Date _____

P.E. _____

Child _____

The purpose of this guide is to structure the Teacher-P.E. Planning Conference prior to the home visit.

Check the items that apply:

1. Write the numbers of the items on the PEVR that were used in reviewing the last home visit.

   _____

   _____

   _____

   _____

   _____

2. In reviewing the last home visit did the PE report problems in teaching the task to the mother?

3. In reviewing the last home visit did you suggest alternative teaching styles the PE could have used?

4. During the conference, which aims were achieved when the teacher showed the PE how to teach the mother the task?

	YES	NO
Getting the learner to ask questions?	___	___
Asking the learner questions that have more than one answer?	___	___

	YES	NO
Asking the learner questions that have answers longer than one word?	___	___
Using praise and encouragements when the learner did well?	___	___
Getting the learner to make choices on the basis of evidence or standards?	___	___
Giving the learner time to think about the problem?	___	___
Introducing new materials and letting the learner become familiar with them before teaching the task?	___	___

5. When the PE taught the teacher the task (with the teacher role playing the mothering one), which of the following techniques were used?

	YES	NO
Getting the learner to ask questions?	___	___
Asking the learner questions that have more than one answer?	___	___
Using praise and encouragement when the learner did well?	___	___
Getting the learner to make choices on the basis of evidence or standards?	___	___
Giving the learner time to think about the problem?	___	___
Introducing new materials and letting the learner become familiar with them before teaching the task?	___	___

6. When the conference ended and the PE asked the teacher to role play the task, would you have been able to?

   a. Yes b. No

7. What was the relative contribution of the PE to the conference?

   a. None___ b. Minimal___ c. Moderate___ d. Considerable___

4. Information Sent to Parents 1971-73

a. Introductory letters sent to Alachua County parents 1971*

LAKE FOREST ELEMENTARY SCHOOL
Gainesville, Florida 32601

November 2, 1971

Dear Parent:

At Lake Forest during the 1971-72 school year we have one Follow Through classroom at each grade level, Kindergarten through 6th grade. Your child _____ will be a member of one of these seven Follow Through classes.

The Follow Through program is designed to open communication lines between the home and school, and to actively involve parents in their child's school experiences. Enclosed you will find a more detailed description of the Follow Through project.

We are looking forward to getting to know you and to working with you during this school year. If you have any questions regarding this program, please feel free to call me or Mrs. Dorothy Sterling, coordinator of this program.

Sincerely,

Michael Fratella
Principal

_____
Your Follow Through Child's Teacher

*These were introductory letters sent home to parents with parent educators or given to parents during registration to introduce them to the program. The paper entitled Follow Through was stapled to each letter.

b. Introductory Letters 1972 *

Sidney Lanier Elementary School
312 NW 16th Avenue
Gainesville, Florida 32601

September 5, 1972

Dear

Sidney Lanier is very fortunate this year to be one of the two Alachua County schools to have the opportunity to participate in the Florida Follow Through Research & Development Program. This program is funded by the U.S. Office of Education. It has been developed and is being administered through the Institute for the Development of Human Resources at the University of Florida.

The two main features of this Follow Through Program are as follows:

1. One professional (teacher) and one paraprofessional (parent educator) in every classroom, kindergarten through the fifth grade. These persons will work in teams on each grade level.

The parent educators are being trained as teaching assistants by the teachers with whom they work, by taking course work at Santa Fe Junior College and through additional training by staff members from the Institute at the University of Florida.

2. The heart of the program is parent involvement in the education of their children. Parents have a special knowledge of their child which when combined with the skill of the teacher and with the aid of the parent educator working with both combine to enrich and reinforce the educational growth and experience of each child.

The parent educator will try to visit each home weekly for approximately one-half hour. The two of you will discuss ways in which you and your child will work together on an assigned learning task. Also, you will be encouraged to attend periodic meetings of Follow Through parents to discuss ways of improving the program for your child.

*These were introductory letters sent home to parents with parent educators or given to parents during registration to introduce them to the program, 1972.

Because we need to measure the effectiveness of our program, we will be asking certain questions at the beginning of the school year and at the end. All such information will be sent to the University and will be held in strictest confidence with only group information being reported.

Our program will serve as a demonstration model and from time to time the parent educators will be asked to take a visitor on a home visit. Of course, this is not required of you, but if you feel that you could participate in this learning experience, our visitors would be most appreciative of the opportunity to visit with you.

Dr. Gordon Greenwood and Dr. William Breivogel are directors of the Alachua County Follow Through Program. Mrs. Dorothy Sterling is with the Follow Through coordinator. We look forward to working with you and with your child during this coming school year.

Sincerely,

Christine Clark
Principal

cc/db

c. Introductory Letters 1972*

Lake Forest Elementary School
427 SE 43rd Street
Gainesville, Florida 32601

September 5, 1972

Dear

Lake Forest is very fortunate this year to be one of the two Alachua County schools to have the opportunity to participate in the Florida Follow Through Research and Development Program. This program is funded by the U.S. Office of Education. It has been developed and is being administered through the Institute for Development of Human Resources at the University of Florida.

The two main features of this Follow Through Program are as follows:

1. One professional (teacher) and two paraprofessionals (parent educators) in one class each, kindergarten through the sixth grade.

The parent educators are being trained as teaching assistants by the teachers with whom they work, by taking course work at Santa Fe Junior College and through additional training by staff members from the Institute at the University of Florida.

2. The heart of the program is parent involvement in the education of their children. Parents have a special knowledge of their child which when combined with the skill of the teacher and with the aid of the parent educator, working with both combine to enrich and reinforce the educational growth and experience of each child.

The parent educator will try to visit each home weekly for approximately one-half hour. The two of you will discuss ways in which you and your child will work together on an assigned learning task. Also, you will be encouraged to attend periodic meetings of Follow Through parents to discuss ways of improving the program for your child.

*This is a copy of an introductory letter sent home to parents with parent educators or given to parents during registration of their children to introduce them to the program, 1972.

Because we need to measure the effectiveness of our program, we will be asking certain questions at the beginning of the school year and at the end. All such information will be sent to the University and will be held in strictest confidence with only group information being reported.

Our program will serve as a demonstration model and from time to time the parent educators will be asked to take a visitor on a home visit. Of course, this is not required of you, but if you feel that you could participate in this learning experience, our visitors would be most appreciative of the opportunity to visit with you.

Dr. Gordon Greenwood and Dr. William Breivogel are directors of the Alachua County Follow Through Program. Mrs. Dorothy Sterling is the Follow Through Program coordinator. We look forward to working with you and with your child during this coming school year.

Sincerely,

Mike Fratella
Principal

MF/db

FOLLOW-THROUGH

Project Follow-Through is an experimental program that is financed by the Department of Health, Education and Welfare. It is called Follow-Through because the original intention of the program was to "follow through" on the work begun by Project Head Start, a federally financed project designed to help disadvantaged children achieve in school. One of the model Follow Through programs is sponsored by the Institute for Development of Human Resources at the University of Florida. The Florida model program is beginning its fourth year of operation in schools located in ten states. Alachua County's role in the Florida program will be two-fold: (1) to see if the program works with all children, regardless of their economic backgrounds; (2) to help develop and disseminate new materials for the program.

The main difference between a Florida Follow Through classroom and a regular classroom lies in the work performed by a specially trained teacher aide called a "parent educator." Not only does the parent educator assist the teacher in the classroom, but she also visits the homes of the children in her class. She will schedule a half hour meeting with you approximately every week.

Why does the parent educator visit the home, and why does she try to visit so often? The main reason why the parent educator visits homes is because of a long-held educational belief: that learning takes place at home as well as at school. Parents are likely to be the most important "teachers" that a child has during his lifetime. Attitudes and values, including those held toward education, are among the things that parents teach their children. So the main reason why a parent educator makes a home visit is to bring the parent a learning activity that she and the teacher have carefully planned. The learning activity is demonstrated to the parent and the parent later teaches it to her child.

The learning activities that the parent educator brings into the home are not homework, nor is the parent expected to do such things as correct reading deficiencies. Instead, the learning activities are designed to stimulate the child's thinking, to cause him to ask questions, and to actively explore the world about him. It is intended that these activities be fun as well as stimulating for both the parent and the child.

A second reason why the parent educator makes home visits is to help the teacher become more effective in promoting the individual growth of each child in the classroom. She and the teacher want to find out things like how far the parents expect their child to go in school, what kind of reading materials there are in the home, what kind of trips parents take with their children, etc. All such information helps the teacher and parent educator plan learning activities for the child.

At the beginning and again at the end of the school year, the parent educator will need to gather certain data to determine what effect the program is having on parents and their children. The parent educator will explain the nature of the instruments that she will be using before she gives them. If any parent does not wish to answer any of the questions, he is not required to do so. All such information will be sent to the University of Florida and will be held in strictest confidence with only group data being reported.

Parent educators receive special training for their jobs at the University of Florida and engage in continuous in-service training under the direction of University of Florida faculty associated with the Institute for the Development of Human Resources. Dr. Ira Gordon is the Director of the Institute, and Dr. Gordon E. Greenwood and Dr. William F. Breivogel are Directors of the Alachua County Follow Through Program. Mrs. Dorothy Sterling is the Follow Through Program coordinator. We look forward to working with you and your child. Please bring your questions to the meeting.

July, 1971

d. Alachua County Follow Through *
PAC

The Follow Through Program Advisory Committee (PAC) is an organization of Follow Through parents. PAC grows out of the idea that a child's home life and neighborhood contacts influence him. It is important that the home and neighborhood work together for the improvement of the child's learning and to promote all areas of his development. Paraprofessionals (parent educators) trained in the understanding of this idea, with the teachers and parents, work together towards this goal.

In order that parents can be fully informed and involved, parents are urged to attend PAC meetings. The purpose of these PAC meetings is to inform the parents about the program and to give them an opportunity to express ideas which will make the education of their children more effective.

PAC must always represent how parents think or feel about the education of their children. It has the right and the responsibility to ask questions about any part of the Follow Through Program.

The PAC elects its own officers, makes its own meeting plans, organizes its own activities, and makes its own rules.

To work like it should, PAC must have a commitment on the part of parents to actively participate and on the part of project-school staff to actively involve them in the educational program.

PAC can develop a variety of ways for parents to become involved in the project. For example, parents may become involved in the following ways:

1. Program - to become more informed about the program and to make known their needs, interests and ideas.

2. Curriculum - to comment on, develop, and to understand the learning activities brought into their home.

3. Human relations - to work on problems or misunderstandings which arise between parents and all other project personnel.

4. Parent volunteer program - find out what parents would like to do together with what needs to be done or might be done in the school.

5. Parent interest groups - parents may form special interest groups for either social or instructional purposes.

* This was carried into the home by the parent educator as she explained what a PAC is and then left this information with the parent.

e. Letter of Appreciation to Parents *

LAKE FOREST ELEMENTARY SCHOOL
421 S. E. 43rd Street
Gainesville, Florida 32601

May 14, 1973

Dear

We at Lake Forest Elementary School want to thank you for your participation in our Follow Through Program during the past school year.

Your helpful cooperation in the home visitation part of our program, as well as your valuable ideas and suggestions, have been very much appreciated by all who have worked with the program.

Sincerely,

Michael Fratella,
Principal

* This is a sample of a letter of appreciation sent to parents at the end of each school year to thank them for their participation in the program.

_____
Teacher

_____
Parent Educator

5. Task Specialist Materials 1971-73

a. HOW TO DEVELOP A HOME LEARNING ACTIVITY

by: Ramon Garcia
IDHR

Objective of this paper:

To present the five steps needed in developing a home learning activity.

Assessment:

After reading this paper you will be able to develop a home learning activity on the sample format (Appendix A) provided.

Materials:

Appendix A (Task format)

Appendix B (8 Criteria)

Appendix C (Desirable Teaching Behaviors)

Appendix D (Task Category)

Appendix E (Task Development Assessment)

It is necessary that the term "learning activity" be defined and made meaningful to everyone active in Follow Through. The terms "task" and "learning activity" mean the same thing; however, learning activity is preferred.

Learning is defined as "the act or experience that involves acquiring knowledge or skill by instruction or study."

Activity is defined as "an organizational unit for performing a specific function."

Together, learning activity is defined as an organized unit which allows the learner to have an experience during which acquisition of knowledge or skills take place. While this experience can involve acquiring knowledge or skill it can also involve other levels of the

cognitive domain.

In Jayean's terms a home learning activity is an opportunity for the mother and child to do something together that will result in the child acquiring knowledge, skills, or cognition, and the mother realizing that she was responsible for such learning.

A learning activity can be separated into two major areas: development of the learning activity and the delivery or presentation of the learning activity . This paper will be concerned with the former.

There are five steps to be accomplished in order to develop a home learning activity. These are:

1) The Idea
2) The Why
3) The What
4) The How
5) The What Then/What Else

The Idea

This first step asks you "what are you going to write a learning activity about?" It can be a puzzle, coloring, reading, looking, recognizing, telling the difference between, remembering, applying something learned before to a new situation, comparing, contrasting, feeling, smelling. As you can see, the idea can be about almost anything you think the learner should experience.

The idea can come from the home, the school or the community. It can be provided by the parent, the PE, the teacher or any other source.

(PAUSE - Allow yourself 10 seconds to think of an idea you would like to develop into a learning activity. Now write the idea on the top of the task format.)

The Why

This step asks you for the reason you want the learner to experience the learning activity based on your idea. What will this learning activity do for the learner? What does it have to do with school?

For example, the reason for such activity could be to allow the learner to experience talking about something, reading, thinking, building, playing or listening - or you can state the concepts, skills, understandings you are trying to help develop in the learner.

Now take your idea and determine what a learning activity using your idea will do for the learner. Also determine what it has to do with school.

The What

This step requires you to list all the materials needed to perform the learning activity. When possible home materials should be used. Indicate number, shape, size, color, of the materials.

Now list under The What section of the task format the materials needed to perform the learning activity.

The How

This part asks you to describe the action required to successfully accomplish the learning activity.

In describing the action necessary to complete the learning activity, give step by step directions so that the parent can guide the activity of the child. This section tells the action to be performed by both the parent and the child.

As you become more familiar with the parent and your "delivery technique" becomes more effective, you can reduce the step by step directions and substitute, instead, action cues.

These "cues" are words placed to remind the parent to ask the child questions or to do certain action. Question cues can be: why; how; how come; can you tell; compare; contrast.

Action cues can be: pause; listen; look; point; show; guide.

Now pause for a few seconds and write down the step you want the parent to follow in guiding the learning activity. Include "cues" which you want to use in reminding the parent to perform certain actions or to ask certain types of questions.

What Then/What Else

This step allows you the opportunity to extend the learning activity to another activity of the same difficulty requiring different action or to a similar activity which is slightly more difficult.

Give yourself a few seconds to think up an extension for your learning activity. You might even include extensions that will be useful for other children in the family.

Now that you have developed your learning activity look at Appendix B, "8 criteria", and determine if each of these criteria can be answered "yes."

Next look at Appendix C - "Desirable Teaching Behaviors" - and determine whether you have allowed "cues," or actions to accomplish these teaching behaviors.

Finally, look at Appendix D and determine the category of your learning activity. This will help you keep track of what type of learning activities you are developing.

If you have any questions go back to the appropriate step.

APPENDIX A

TASK FORMAT

Number _____ Name _____

Why? What child will get out of it?
What does it have to do with school work?

What? Specific description of materials needed.

How? Action involved in teaching task. Question cues (what? why? How come? Contrasted with? Compared with?) rather than specific questions should be indicated? (cues indicate type of questioning behavior)

What Then? Extensions of the task upwards (in terms of grade levels)
or as well as adaptations and variations at approximately
What Else the same difficulty level.

APPENDIX B

8 CRITERIA

How Do You Know You Have A Good Task?

When:

1. The learner[1] does a lot of talking like: he tells about things, gives reasons, asks questions, tells you why, what, where, how.

2. The learner has fun doing it; there's a lot of interest and action.

3. The directions are clear enough that it can be taught.

4. You and the learner understand why you are doing it, what it's for.

5. It encourages the teacher to use a lot of ways to teach, and the learner to try different ways to do it. That is, it's not cut and dried, but takes thinking and swinging with what happens.

6. If possible, home materials are used.

7. The learner knows he has learned something; he can see it right away and feels good about it.

8. The learner is encouraged to think up new activities or things to do which grow out of the task.

---

[1]The learner, depending upon the setting, can be teacher, parent educator, parent, university professor, or child. Each at some time is in the learner role.

June 19, 1971

APPENDIX C

DESIRABLE TEACHING BEHAVIORS

The committee has selected the following as teaching behaviors or important foci in teaching style. These teaching behaviors are not confined to the Mother-Child interactions, but are also appropriate for Teacher-Child, Parent Educator-Child, Parent Educator-Mother and Teacher-Parent Educator Interactions. In general, these teaching behaviors should be incorporated into all teaching-learning situations, and not confined only to formal "task-time".

1) Elicit questions from the learner.
2) Ask questions that have more than one correct answer.
3) Elicit more than one-word answers from the learner; encourage the learner to enlarge upon response and use complete sentences.
4) Praise the learner when he does well or even takes small steps in the right direction. Let the learner know when he is wrong, but do so in a positive or neutral manner.
5) Get the learner to evaluate or make judgments or choices on the basis of evidence and/or criteria, rather than by random guessing, chance, luck, authority, etc.
6) Give the learner time to think about the problem; don't be too quick to help.
7) Give the learner some time to familiarize himself with the task materials. Before proceeding into a structured learning situation, give the learner an introduction or overview.

APPENDIX D

TASK CATEGORIES

Three Digit Category:

Broad Category	Piagetian Type	Piagetian Sub-type

BROAD CATEGORIES:

1. Communications
2. The physical development; Health/Body Care
3. Social Relations
4. Ethical Behavior, Standards, Values
5. Individual Social & Emotional Development
6. Esthetic Development
7. The physical world

Piagetian-type Mental Operations

1. Conservation
   1. Number
   2. Weight
   3. Time
   4. Continuous matter
   5. Discontinuous matter
   6. Other

2. Discrimination
   1. Audio
   2. Visual
   3. Tactile (touch)
   4. Smell
   5. Taste
   6. Other

3. Grouping
   1. Color
   2. Shape
   3. Material
   4. Texture
   5. Size
   6. Other

4. Seriation
   1. Size
   2. Weight
   3. Length
   4. Shade
   5. Texture
   6. Other

5. Spacial Reasoning
   1. Under
   2. Over
   3. On
   4. Above
   5. Here
   6. Other

6. Temporal Reasoning
   1. Before
   2. After
   3. Now
   4. Later
   5. Yesterday
   6. Other

APPENDIX E

TASK DEVELOPMENT ASSESSMENT

1. List three sources of ideas for tasks.

   a.
   b.
   c.

2. List two sources for getting materials required to perform the tasks.

   a.
   b.

3. What is the purpose for placing "cues" in the HOW of tasks?

4. List five "cues" that can be placed in the HOW of tasks?

IF TASKS WERE DEVELOPED DURING THE VIDEO-TAPE PRESENTATION ANSWER THE FOLLOWING:

5. What does your task contain which allows for the child to do a lot of talking? (Criterion #1)

6. What home materials are suggested in your task? (Criterion #6)

7. How did you ensure that the teacher and learner understand WHY they're doing the task? (Criterion #4)

KEY: 1. Home, school, and community, parent, P.E., teacher, another child.

2. Home, School.

3. To help the teacher remember to ask questions and perform certain actions such as pause, praise, etc.

4. Praise, pause, what, why, how, compare, contrast, how can you tell, guide, point, direct.

Answers to #5, 6, and 7 will depend on the task developed. The objective is not if ALL questions are answered.

b. TASK FORMAT

Number _____ Name _____

Why?

What?

How?

What Then?
or
What Else?

c. What are the Steps in Writing a Home Learning Activity? *

a. The Idea

The first step asks you "What are you going to write a learning activity about?" It can be about a puzzle, about coloring, reading, looking, recognizing, telling the difference between, remembering, applying something learned before to a new situation, comparing, contrasting, feeling, smelling, etc. The idea can be about almost anything you think the learner should experience. The idea can come from the home, the school, or the community. The idea can be provided by the parent, the parent-educator, the teacher, or can be obtained from any other source.

b. The Why

This step asks you for the reason you want the learner to experience the learning activity based on your idea. What will this learning activity do for the learner? What does it have to do with school? For example, the reason for such activity could be to allow the learner to experience talking about something, reading, thinking, building, playing, or listening--or you can state the concepts, skills, understandings you are trying to help develop in the learner.

c. The What

This step requires you to list all the materials needed to perform the learning activity. When possible home materials should be used. Indicate number, shape, size, color, etc. of the materials.

---

*This was written to help parent educators and teachers to write on home learning activities.

d. The How [1]

This part asks you to describe the action(s) required to successfully accomplish the learning activity. In describing the action necessary to complete the learning activity, give step by step directions so that the parent can guide the activity with the child. This step tells the action to be performed by both the parent and by the child. As you become more familiar with the parent and your "delivery technique" becomes more effective in teaching the activity to the parent, you can reduce the step by step directions and substitute, instead, action "cues." These "cues" are words placed to remind the parent to ask the child questions or do certain actions. Questions cues can be: why; how; how come; can you tell; compare; contrast. Action cues can be: pause; listen; look; point; show; guide.

e. What then/What else

This step allows you the opportunity to extend the home learning activity to another activity of the same difficulty requiring different action or to a similar activity which is slightly more difficult. This is necessary when a parent feels that the child should have more than one activity per week or when there is more than one child in the family and the parent wants to involve everyone.

October 1972

[1] Adapted from How to Develop a Home Learning Activity Module

d. Sample Tasks

The following tasks are a selected sample from the 422 tasks developed in the Alachua County Project 1971-73.

Alachua County
Task No. 1210
DTBs. 1,2,3,4,5,7

Cartoon Caper

Why: This home learning activity will give your child an opportunity to express himself through art and language and be more observant of sequential events.

What? Newspaper, scissors, paper, pencil, crayon, magic markers.

How? 1. Tell your child that together you would like to make up some original cartoons. Let your child show you some of his favorite comics in the newspaper. Find out what he especially likes about the comics. Together talk about kinds of cartoons you each like. What makes them funny?

2. Let your child cut one of his favorite comic stripes apart. See if he can rearrange the pictures. Does the new arrangement make sense? If so, how; or, if not, why not? Does the comic make sense if one or more pictures are removed? Why or why not?

3. What else could be added to the collection of pictures to make another funny story? Let your child draw additional pictures and show you how these now make a different story. Together find several ways to arrange the pictures. Does the story change? How?

4. Now try to make your very own comic. Decide on a topic and make pictures and captions for the cartoon. Explain and show the completed cartoons to each other.

What then? or What else? 1. Share the comic strip with other members of the family. Display additional home made cartoons on the wall, refrigerator or other convenient place.

2. Write a story using a comic strip as a start.

3. Look at a comic strip and tell how it is similar or different from your own experiences.

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Alachua County
Task No. 1161

What Happened?

Why? This activity will give your child experience in describing what he sees or does. This will help him share his experiences with the classroom, especially in science.

What? clear jar, gravel, sand, tiny pebbles, water and flower (or dandelion)

How? 1. Tell your child everyone sees things in his own (unique) way. When we look very carefully at something we notice more detail. Have him find a flower. Ask him to describe the flower. For example, What color is it? Is the center of the flower a different color? What color is the stem? How many petals are there? Are there any leaves? Is the surface of the leaf smooth or rough? Is the edge of the leaf toothed or smooth?, etc.

2. Now that your child has described the flower, show him the clear jar, gravel, sand and water. Tell him to mix these together and to watch very carefully to see what happens.

Directions for mixing: take the clear jar and fill it 1/4 full of sand, add 2 handsful of gravel, add water until jar is almost filled. Put lid on tightly and shake very hard.

3. Now put the jar back on the table and watch it. Have your child explain what happened. What do you think happened before the sand settled? Why did it happen?

4. Now let your child tell in order the steps he took to make the experiment work. Help him if necessary until he can tell you the steps in order.

What else? or What then? Add some oil, or other material, to the mixture. Ask him what happened? Ask him why he thinks it happened? Have him tell you step by step what he did.

Later you may want to ask your child to describe an activity that took place at school, or to explain some other event that happened during the day.

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Alachua County
Task No. 1522

Observing the Weather

Why? This home learning activity will help the child recognize and record differences in weather conditions.

What? Paper, magazines, crayons, scissors, and glue.

How?

1. Tell your child that you would like to make a weather calendar with him. Begin by asking him what the weather was like today. Go through a magazine and see if he can find a picture that reminds him of today's weather. Or let him draw you a picture of today's weather. (Give him cues, such as hot, warm, cold, sunny, rainy, cloudy, windy, as appropriate.

2. Talk with your child about the different kinds of weather. Is the weather different sometimes? How? Together look through a magazine and find pictures showing different kinds of weather. Find out what kinds of weather your child likes least and best, and why he has these preferences.

3. Ask your child if he can think of a way to record each days weather. Using his suggestions help him make a weather chart (such as the attached sheet). Let him draw his own pictures of sunny, cloudy, rainy, windy and foggy days.

4. Every day for a week help your child record the weather conditions for the day. Note that more than one condition may exist...it may be sunny, cold, and windy.

5. After doing this for a week, ask your child if he can tell by looking at his chart what the weather was like most of the week.

6. Have child draw a picture showing the weather conditions he observed most often for the week. (Praise child for his effort.)

What then? or What else?

1. When going on a walk or riding in the car, let your child be the weatherman and tell you what the weather is like.

2. Let your child bring his chart and picture to school to share with his classmates.

3. This activity could be extended to include a longer period of time and child could be encouraged to make predictions about the weather.

4. Help your child record the temperature by using a thermometer as well as the weather conditions.

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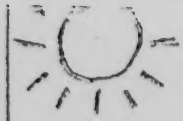
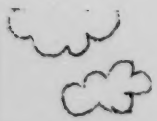
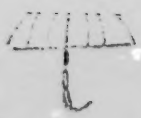
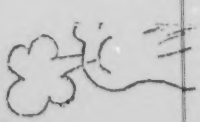
	 SUNNY	 CLOUDY	 RAINY	SNOWY	 WINDY	FOGGY	TEMP.
Monday Feb. 12, 1973	✓						[illegible]
Tuesday Feb. 13, 1973		✓			✓		[illegible]°
Wednesday Feb. 14, 1973		✓	✓		✓		[illegible]°
Thursday Feb. 15, 1973		✓	✓				[illegible]°
Friday Feb. 16, 1973	✓						[illegible]°

Alachua County
Task No. 1647

A Different Way To Tell Time

Why? This activity will help your child become more familiar with ways man told time thousands of years ago when there were no clocks or watches.

What? One piece cardboard about 12 inches square; one piece of cardboard about 8 inches long and two inches wide; scotch tape, scissors, ruler, crayon or pencil.

How?

1. Tell your child that you are going to be making a clock that people used many years ago to tell time. Ask your child how people might have told time long ago when there were no electric or self winding clocks? Encourage your child to think about this and share his ideas with you. Ask your child if he knows what a sun dial is? Tell him it is a way to tell time by using the sun.

2. Go outside in the sun and watch shadows the body makes. Ask your child how this shadow could be used to tell time. Let your child explore many possibilities. Together place a stick in the ground. Watch it at different times during the day. Does the shadow change? How? Could this help tell time? How?

3. Now let your child make a sun dial. Let him cut a circle out of the square piece of cardboard for the dial. Make a slit about one inch long in the other piece of cardboard, fasten it upright in the center of the dial using scotch tape. This upright piece is called the gnomon (no mon) and is like a clock's hour hand.

4. Place your sun dial in the sunlight. When the sun shines on the gnomon it will cast a shadow on the dial. Watch where the shadow is at a certain hour and mark the time on the edge of the dial. For instance, if it is ten o'clock in the morning, put the numeral 10 on the edge of the dial where the shadow is. Then wait an hour and mark an 11 at the place where the shadow has moved. Continue marking hours as long as the sun in shining.

What then? or What else?

1. Discuss with your child what will happen when Florida is on day light savings time.

2. Use Roman Numerals on your dial.

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Spending Money

Why? This home learning activity will help your child understand money exchange and how it works.

What? 10 pennies 4 quarters (or whatever change you
10 dimes 1 dollar bill have handy)
5 nickles

How? 1. Tell your child that together you are going to learn about money exchange so you will know how much money to get back from a store clerk after a purchase and what one would do if money had not been made. Ask your child how he thinks people bought things before we had money? Give your child a chance to answer and encourage him by telling him how Indians traded their crafts of rug making and pottery, etc., for horses and other necessities. What else do you think people could have traded? Would trading be easier than using money to buy things? Why or why not?

2. Now tell your child that you are going to play a money game. Give him the change and tell him he will be the clerk in a department or grocery store. Tell him you are going to buy something from him that is less than a dollar. The item is _____ (tooth paste, candy, newspaper, comic book, etc.) Let your child tell you how much it will cost. Then, give him a dollar and have him count out the change that you should get back? (Praise his accomplishment.) Ask your child if there is another way he could give you the change using different coins?

3. Now it is your child's turn to buy something from you and your turn to count back the change. Keep playing the game until he feels comfortable with giving back change.

What then? 1. Let your child work the attached ditto.
or
What else? 2. Go to the store and buy an item. Check to see that he receives the right change.

3. Read about the U.S. Mint. Find pictures showing how money is made. Find information on other countries' currency.

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Alachua County
Task No. 1041

Cooking

Why? This learning activity will help your child become familiar with using and handling the kitchen utensils.

What? Various kitchen utensils, such as:

- soup ladle
- spatula
- potatoe masher
- measuring spoons
- cheese grater
- frying pan
- pots
- silverware (spoon, fork, knife)

How?

1. Tell your child you are going to learn about the different things found in the kitchen and how they are used.

2. Lay out all of the utensils on the table in no special order. Ask the child if he can identify any of the things on the table and have him tell you how they can be used. Praise him.

3. Have him pick out one item at a time and talk about what it is used for. Let him show you how it is used. Help him, if necessary. Talk about the different kinds of ways you would use the utensil.

4. Repeat number 3 for each utensil.

What then? or What else?

1. Let the child group the various utensils together.
2. Let him help mother use some of the utensils while cooking a meal, and set the table.

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Alachua County
Task No. 1283
DTB's. 4,5,6

What Is It?

Why? This home learning activity will help your child use his imagination to find different uses for an item.

What? Old sheet, old men's shirt or square of cloth.

How? 1. Tell your child that together you will play an imagination game. In this game the child will try to think of different ways to use a piece of cloth. Show your child the old sheet. Let him move freely about and experiment with the cloth. Ask him what ways he could use the sheet? (For example, to make a skirt for Mother, a tent to sleep under, a towel to dry with, etc.) Give the child plenty of time to answer and experiment with the sheet. Praise his appropriate remarks.

2. Once the child gets the idea, have him clap his hands each time he thinks of a new way to use the sheet. This is a cue for Mother to watch, praise the child, and ask about its use.

What Else? or What Then? 1. Play the game with 2 or 3 children. The first child to think of a way to use the sheets claps his hands, demonstrates its use and gets a point. Winner is the first child with 5 points.

2. Allow the child to bring his cloth to school and dramatize using his cloth.

3. Play the game with other items, such as a cardboard box, a chair, a soft pillow, a straw hat, etc.

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Alachua County
Task No. 1945
DTB's. 2,3,4,6,7

Texture Hunt

Why? This home learning activity will help your child become aware of how things feel.

What? Construction paper, glue, scissors.

How?

1. Tell the child that together you are going to hunt for things with different textures and make a touching sheet with the items. Before going on the search ask the child what are some of the different ways objects might feel. (For example; name something that is hard, smooth, rough, soft, sticky, spongy, slimy, etc.)

2. Together go on a hunt around the house and yard to collect odds and ends that would be interesting to feel and make into a touching sheet. (These are some items you might collect: sand, bark, leaves, nuts, buttons, cotton cloth, sponge, sandpaper, tape, rice, nails, etc.)

3. When several items have been collected ask the child to tell about the texture of each object. (Is it smooth, soft, heavy, etc.?) Give the child plenty of time to think and answer. Praise his efforts. After he has described each item, ask him which item is hardest?, softest?, roughest?, etc. Praise your child when his answer is acceptable. Let him then glue the objects on a sheet of construction paper for his "touching sheet".

What then? 1. Let your child bring his "touching sheet" to school to share.

or

What else? 2. Hang the touching sheet in a convenient place and let your child compare the items on the sheet with other items in the house. Let him add different textures to his sheet.

3. Your child might like to make a book and have all smooth objects on one page, rough on another, etc.

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Alachua County
Task No. 1213

Exciting Trip

Why? This home learning activity will help your child to be ob
on trips, and to take part in the planning of an exciting

What? Place to go, pencil and paper

How?

1. Tell your child you would like him to plan a trip wi
Together pick a place, (perhaps a picnic trip to the par
even a weekend trip somewhere special).

2. Talk about what you will need to take on the trip. L
your child make a list. After a day or two, look at the
and see what else should be added, or what is not needed.

3. Once the list is complete, gather the materials togeth
which are necessary for the trip. Let your child plan each
part of the trip and determine how much time will be needed
each activity.

What then? After the trip, have your child compare notes to see if he di
or what he had planned to do. Would he change anything for the
What else? next excursion? Why or why not?

B. Materials Used In Training Project Participants.

1. PEWR. Parent Educators were trained to fill out the Parent Educator Weekly Home Visit Report after each Home visit. This instrument served as a monitoring instrument and yielded considerable data for Project Follow Through. Parent Educators needed to learn to be sensitive to certain cues and then to mark the instrument concerning parent reaction to the learning activities or tasks, home-school relationships and to other more general information.

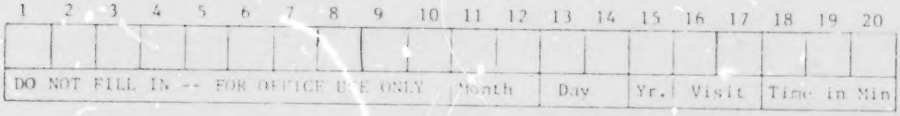
1971-1972 Form
Parent Educator Weekly Home Visit Report
(Please Print)

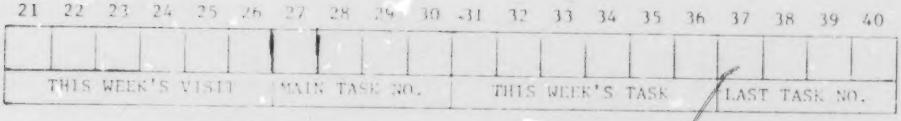
Name: Parent _____ Child _____
first last first last

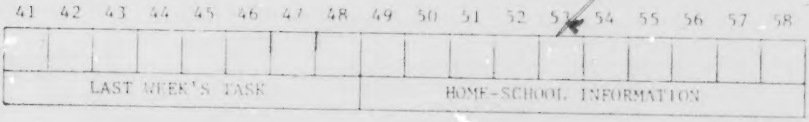
City _____ Child's Sex _____ Race _____

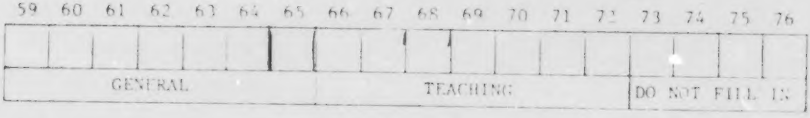
Teacher _____ School _____

Parent Educator _____









July, 1972

This Booklet to be retained by parent educator

PARENT EDUCATOR WEEKLY HOME VISIT REPORT

1972-1973 School Year

THIS WEEK'S VISIT

Col. 21 How many times was the visit attempted this week?
1. one
2. two
3. three
4. four
5. more than four
6. not attempted

Col. 22 The visit was:
1. completed

Not completed because:
2. it was cancelled by mothering one with no reason given
3. it was cancelled by mothering one with reason given
4. it was cancelled by PE with reason given
5. mothering one refuses participation in the Florida Model
6. other (weather, car broke, death, school holiday, etc.)

Col. 23 With whom was the visit made?
1. mother
2. father
3. other adult
4. brother or sister
5. other minor

Col. 24 During the home visit, the mothering one:
1. went out of her way to make me feel welcome (laughed, joked, etc.)
2. made me feel comfortable (smiled, talked openly, etc.)
3. went about the visit in a business-like way (cooperated...answered questions, did the task, etc.)
4. would not cooperate (did not answer questions, would not pay attention, was busy with other things)
5. actively resisted the visit (was discourteous, said bad things about the program, asked me to leave...)

Col. 25 During the visit the Follow Through child was:
1. available and was taught the task
2. available and was not taught the task
3. not available

Col. 26 During the visit there were disturbances in the room such as other adults, loud TV, crying baby, etc., which:
1. were not serious
2. caused some problem to the home visit
3. completely disturbed the home visit
4. there were no disturbances

Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601

THIS WEEK'S TASK

Cols. 27, 28, 29, and 30
Which main task was presented (or re-presented) today? Place the four digit task number in Cols. 27, 28, 29, and 30. If you present task 0006 mark 0 in Col. 27, 0 in Col. 28, 0 in Col. 29, and 6 in Col. 30. If no main task was presented, then columns 27 through 36 should be filled in with 0's.

Col. 31 This week's task was developed by:
1. University of Florida
2. school
3. a parent
4. other

Col. 32 How did you present the main task?
1. told her
2. told her and showed her
3. told her, showed her, and had her tell me in her own words
4. told her, showed her, and did it together
5. told her, showed her, did it together, and then reversed roles of teacher and learner

Col. 33 How did the mothering one react to your instructions for the main task?
1. interested - reacted positively (nodded, smiled, asked questions, etc.)
2. neutral - listened but showed little positive or negative response
3. disinterested - reacted negatively (frowned, objected, belittled)

Col. 34 What kind of variations did the mothering one do when presenting task back?
1. presented it back exactly as it was presented
2. used different words in presenting task back
3. extended the task in presenting it back
4. did not present it to me

Col. 35 When you watched the mothering one teach the child the task:
1. the mothering one used all the DTB's which I stressed to her
2. the mothering one used some of the DTB's which I stressed to her
3. the mothering one used none of the DTB's which I stressed
4. the mothering one did not teach the task to the child

Col. 36 Did you adapt the task for this particular mother?
1. no-did it exactly as written
2. yes-after discussion with teacher
3. yes-after finding an unexpected situation or resource in the home
4. yes-after mothering one made suggestion during presentation

LAST WEEK'S TASK

Cols. 37, 38, 39, and 40
Which main task was presented, re-presented, or simply left in the home last week? Place the four digit task number in Cols. 37, 38, 39, and 40. If you presented task 0006 mark 0 in Col. 37, 0 in Col. 38, 0 in Col. 39 and 6 in Col. 40. If no main task was presented then columns 37 through 40 should be filled in with 0's.

Col. 41 Last week's task was:
1. attempted with the Follow Through child
2. not attempted with the Follow Through child

If 2 in Col. 41, then enter 0's in columns 42 through 49

Col. 42 Mothering one said that the child was _____ in the task. Choose one to fill in the blank.
1. highly interested
2. mildly interested
3. not interested
4. this information not requested
5. this information requested but not given

Col. 43 Mothering one said that the child was _____ in the last task. Choose one to fill in the blank.
1. highly successful
2. mildly successful
3. not successful
4. this information not requested
5. this information requested but not given

Col. 44 The mothering one said last week's task was:
1. important
2. of some importance
3. of no importance
4. this information not requested
5. this information requested but not given

Col. 45 The mothering one stated that the last task was:
1. too difficult for the child
2. just right for the child
3. too easy for the child
4. this information not requested
5. this information requested but not given

Col. 46 Who presented last week's task to the Follow Through child?
1. mother
2. father
3. brother
4. sister
5. other
6. two or more of the above
7. information not available or no one presented the task

Col. 47 How much time during the past week was spent teaching the task to the child in the home?
1. more than 3 hours
2. from 2 to 3 hours
3. from 1 to 2 hours
4. less than 1 hour
5. this information not requested
6. this information requested but not given

Col. 48 How much time did the mothering one say the child spent on the task last week?
1. more than 3 hours
2. from 2 to 3 hours
3. from 1 to 2 hours
4. less than 1 hour
5. she did not say

HOME-SCHOOL INFORMATION

Col. 49 How much time was spent with the teacher in planning this week's home visit?
1. less than 15 minutes
2. 30 minutes
3. 45 minutes
4. one hour
5. there was no planning period

Col. 50 How much time was spent with the teacher in talking about the visit afterwards?
1. less than 15 minutes
2. 30 minutes
3. 45 minutes
4. one hour
5. there was no follow-up conference

Col. 51 Did the mothering one visit the school last week?
1. yes
2. no
3. PE does not know

Col. 52 Did the mothering one work in the classroom last week?
1. yes
2. no
3. PE does not know

Col. 53 Did the mothering one attend any parent group meeting at the school last week? (not counting PAC)
1. yes
2. no
3. PE does not know

Col. 54 Did the mothering one or any of the child's relatives attend the last PAC meeting?
1. yes
2. no
3. PE does not know

Col. 55 Did you discuss the last PAC meeting with the mothering one?
1. yes
2. no

Col. 56 Did you tell the mothering one about the next PAC meeting?
1. yes
2. no

Col. 57 Was the child's school behavior discussed during the home visit?
1. yes
2. no

Col. 58 Were plans discussed or made for the mother to visit the school?
1. yes
2. no

GENERAL INFORMATION

Col. 59 Were songs, nursery rhymes, toy making, rhythm games or other enrichment materials presented to the mothering one for any child in the family (not including the task or task materials). 1. yes 2. no

Col. 60 Did you discuss comprehensive services? 1. yes 2. no

Col. 61 Did you ask mothering one for suggestions for tasks 1. yes 2. no

Col. 62 Were suggestions for tasks given to you? (Please write on a sheet of paper and give to your teacher.) 1. yes 2. no

Col. 63 Did the mother suggest a problem and ask for a special task to help her child in a special skill? 1. yes 2. no

Col. 64 Did the mother assign any special duties to the child during the week? (clean room, set table, rake yard, etc.) 1. yes 2. no

Col. 65 Did you see the child's work displayed in the home? 1. yes 2. no

PEWR
Page 6

TEACHING BEHAVIOR

During the home visit did you both show and tell the mothering one how to:

Col. 66	Get the learner to ask questions?	1. yes 2. no
Col. 67	Ask the learner questions that have more than one answer?	1. yes 2. no
Col. 68	Get the learner to use more than one word when answering questions?	1. yes 2. no
Col. 69	Use praise and encouragement when the learner did well?	1. yes 2. no
Col. 70	Get the learner to make choices on the basis of evidence or standards?	1. yes 2. no
Col. 71	Give the learner time to think about the problem?	1. yes 2. no
Col. 72	Introduce new materials and let the learner become familiar with them before teaching the task?	1. yes 2. no

2. HER or Home Environment Review is a structured interview schedule designed to inform parent educators and teachers about actual home conditions which should influence the development of tasks and to serve as a measure of change in the learning environment.

"A basic premise of the Florida Model is that the home is a key learning environment. Research has indicated that certain aspects of the home learning environment are related to pupil achievement." *

Parent Educators were trained to understand what the HER was designed to do and then to interview the parent and score the form which was then returned to the Institute for Development of Human Resources--University of Florida.

* Greenwood et.al. Florida Follow Through Annual Report, 1972. p. 36.

THE HOME ENVIRONMENT REVIEW

by

Malcolm Garber
Institute for Development of Human Resources
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Gainesville, Florida 32601
July, 1970

This questionnaire and rating schedule is designed to be administered and scored by parent educators. Information derived from this Home Environment Review (HER) may be used to determine what happens in a child's home which may affect the way the child learns at school. Tasks may be developed to change some of the conditions in the home which are reflected by this scale.

The HER has nine (9) sections, each of which is divided into two parts. Part one is a questionnaire and part two is a rating scale. The parent educator first asks the parent the questions and records the parent's answers in the home. Then upon leaving the home, the parent educator rates these responses from a low score of 1 to a high score of 5. Nine ratings are made.

The original answers given by parents are retained by the teacher and parent educator and are used as an aid in task development. The nine ratings are sent to the University of Florida.

Page 1

Page

HOME ENVIRONMENT REVIEW (HER)

HER

Parent's Name_____

Child's Name_____

Parent's Name_____

Parent Educator's Name_____

Teacher's Name_____

City_____ Date_____

Child's Name_____

Ask these questions of Mothering One:

EXPECTATIONS FOR CHILD'S SCHOOLING

MARK ONLY ONE BOX WITH AN "X"

1. How much schooling do you expect your child will receive?

_____

_____

_____

2. How well do you think he/she will do in school?

_____

_____

_____

Expects child to finish college	5 ☐
Expects child to complete high school	4 ☐
Expects child to finish elementary school	3 ☐
Expects child to complete some elementary school	2 ☐
Not much expectation for child to receive schooling	1 ☐

Page 2

AWARENESS OF CHILD'S DEVELOPMENT

1. At home did/does your child learn quickly to do anything?_____If yes, what?_____

_____

Is your child good at anything?_____
If yes, what?_____

_____

Based on what your child can learn quickly, what would he be good at in school?

_____

_____

2. At home did/does your child have trouble learning to do anything?_____
If yes, what?_____

_____

Are there things that your child is not so good at?_____ If yes, what?

_____

_____

Based on what your child found difficult to do at home, what subjects would you think he might find troublesome at school?

_____

_____

Page 2

MARK ONLY ONE BOX WITH AN "X"

Mother understands that both the child's strengths and weaknesses can be related to his school behavior	5	☐
Mother understands that child's strengths may be related to school behavior but she does not see weaknesses are also related to school behavior	4	☐
Mother can see the child has both strengths and weaknesses	3	☐
Mother can see the child has strengths but no weaknesses, or weaknesses but no strengths	2	☐
Mother does not seem to be aware of any particular strengths or weaknesses in her child	1	☐

Page 3

REWARDS FOR INTELLECTUAL ATTAINMENT

1. While teaching your child when do you reward him/her and when do you punish him/her? _____

_____

_____

_____

2. How do you reward him/her?

_____

_____

_____

3. How do you punish him/her?

_____

_____

_____

4. If you were given a report card showing how your child worked at school, how would you use it?

_____

_____

_____

_____

MARK ONLY ONE BOX WITH AN "X"

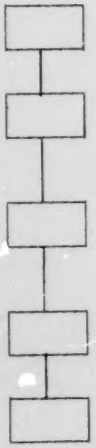
A clearcut system for giving rewards and punishment is used when parent is teaching child — 5

Mother is aware that it is important to reward child when he is correct — 4

Child is often punished for making mistakes, but seldom is child rewarded for being correct — 3

Inconsistent! Mother rewards one minute, punishes the next minute — 2

Child is seldom rewarded when being taught — 1



Page 4

PRESS FOR LANGUAGE DEVELOPMENT

1. How well do you feel your child is learning to speak English?

_____

_____

_____

2. Do you find it necessary to help your child learn to speak better?

_____

_____

_____

If so, what ways do you help him/her speak better?

_____

_____

_____

_____

_____

MARK ONLY ONE BOX WITH AN "X"

A great deal of attention is spent developing child's correct use of English	5 ☐
A conscious effort is made to improve child's language	4 ☐
Corrections in child's speech are sometimes made	3 ☐
Mother is aware that language development is important in child but does little about it	2 ☐
Mother pays little or no attention to the way child speaks	1 ☐

Page 5

AVAILABILITY AND USE OF SUITABLE FOR LANGUAGE DEVELOPMENT

1. Do you get any newspapers or magazines?

_____

If so, what are they?_____

_____

_____

_____

2. Do you buy any books for your child?

_____ What was the last one you bought?

_____

_____

_____

3. Have you a dictionary?_____

What kind?_____

_____

Has your child a dictionary?_____

How often is it used?_____

_____

MARK ONLY ONE BOX WITH AN "X"

Dictionaries, books, children's books, newspapers and magazines are in the home	5
Books, children's books, newspapers and magazines are in the home	4
Children's books, newspapers and magazines are in the home	3
Either newspapers or magazines are in the home	2
Neither newspapers nor magazines are in the home	1

Page 6

LEARNING OPPORTUNITIES OUTSIDE THE HOME

1. Do you ever get a chance to take a vacation?_____If yes, do you go anywhere that might help your child to learn?_____If yes, give example.

_____

_____

_____

2. Do you or your husband play with child outdoors or anywhere outside the home?____If yes, do you try to teach him/her anything when you are playing with him?_____

If yes, give example_____

_____

_____

_____

3. Have you ever felt that you have taught your child something while you were outside the home, in the store_____ church_____car_____or anywhere else_____ If so, what?_____

_____

_____

_____

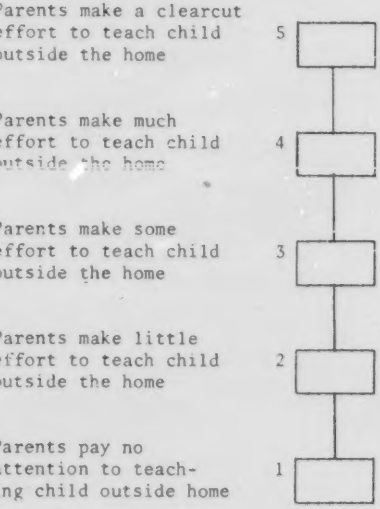
How did you accomplish this teaching?

_____

_____

_____

MARK ONLY ONE BOX WITH AN "X"


Parents make a clearcut effort to teach child outside the home
5
Parents make much effort to teach child outside the home
4
Parents make some effort to teach child outside the home
3
Parents make little effort to teach child outside the home
2
Parents pay no attention to teaching child outside home
1

MATERIALS FOR LEARNING IN THE HOME

1. Do you let your child operate any appliances?____If yes, which ones?

_____

_____

_____

How long have you allowed this?

_____

_____

What are your reasons for having your child operate or not operate appliances?

_____

_____

_____

2. Has your child a place of his own to do school work or play at doing school work?

_____

3. What kind of supplies are available for him to work with? (Observe and place X on appropriate lines)

Coloring books___ Paste_____

Crayons_____ Paper_____

Paints_____ Ruler_____

Other (specify)_____

_____

_____

MARK ONLY ONE BOX WITH AN "X"

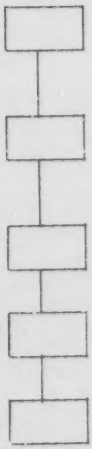
5 A systematic attempt is made to provide materials and situations for learning in the home

4 Many attempts are made to provide materials and situations for learning in the home

3 Some attempts are made to provide materials and situations for learning in the home

2 Few materials or situations are made available for learning in the home

1 No materials or situations are made available for learning in the home



READING PRESS

1. Do you ever get anything to read for your child from the library?_____ If yes, why?_____

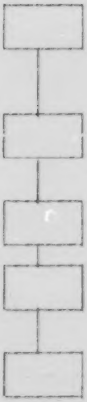
2. Do you have your own library of books?_____

3. Have you bought any books or other reading materials for your child recently?____ If so, what?

4. Do you read to your child?_____ If so, why?_____

MARK ONLY ONE BOX WITH AN "X"

A systematic effort is made to use reading materials to teach child	5
Library books and other reading materials are available and used to teach child	4
A library book has been brought home	3
Books are in the home - none from library	2
Not much reading material in the home	1



TRUST IN SCHOOL

1. If a child begins school poorly do you think he could get a bad reputation?

Yes_____ No_____

2. Could a bad reputation which a child gets at first last all through school?

Yes_____ No_____

3. What can be done to prevent a child from getting a bad reputation in school?

_____

_____

_____

_____

_____

4. Is there any way that your child might not benefit from going to school? _____

_____

_____

_____

5. When it comes to treating your child fairly, how reasonable are the people who run the school?

_____

_____

_____

MARK ONLY ONE BOX WITH AN "X"

A great deal of trust of school	5
More trust of school	4
Some trust of school	3
Little trust of school	2
No trust of school	1

3. I Feel Me Feel (IFMF)

Parent Educators were trained to administer the I Feel Me Feel to project children at the beginning and at the end of each school year.

The instrument measures changes in self-concept yielding five factors (general adequacy, peer, teacher-school, academic, and physical).

The IFMF is available through:

Dr. Ernest Bently
2436 Pangborn Circle
Decatur, Georgia 30033
404-266-2342

4. TCA

The TCA or Taxonomy of Classroom Activities is an observational instrument designed to measure the number of times that teachers and parent educators engage in certain classroom activities over a period of time.

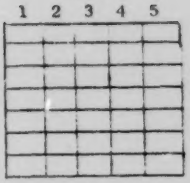
In the Florida Model, teachers and parent educators form a team. The teacher plans with parent educators for both the home visit and the parent educators classroom activities. Since the parent educator must show the mother how to teach a task to her child, the parent educator should have the opportunity to engage in classroom instruction herself. The teacher should not only give the parent educator an opportunity to teach but should also show her how to teach in both the home and in the classroom.

In some of the workshops both teachers and parent educators were taught to use this insturment and then to observe each other as they checked the appropriate behavior; whether it was housekeeping, clerical, instructional or evaluation. It then yields a picture of the activities that consumed most of the time for each team member. We expected that the parent educator would learn to engage in instructional activities under the direction of the teacher. We also expected that teachers would learn to become more skilled in teaching parent educators to do more than "houskeeping" chores.

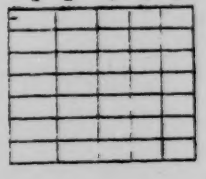
TAXONOMY OF CLASSROOM ACTIVITIES

Teacher-Aide Instructional Activities

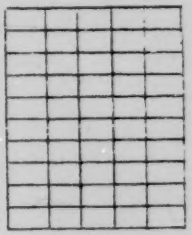
Teacher
1 2 3 4 5



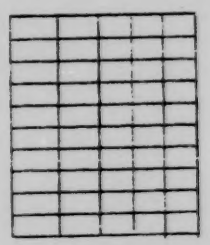
Parent Educator
1 2 3 4 5

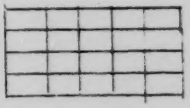


1.0 Housekeeping
1. Dusts, cleans, etc.
2. Helps children with clothing
3. Arranges furniture
4. Keeps order (babysitting)
5. Posts bulletin board
6. Takes monitoring responsibility (bus, lunch, snacks, lavatory, recess)

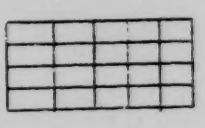


2.0 Clerical
1. Collects monies
2. Collects papers
3. Takes attendance
4. Duplicates materials
5. Distributes materials
6. Fills out routine reports
7. Gives tests
8. Maintains inventory
9. Maintains instructional material file
10. Keeps records



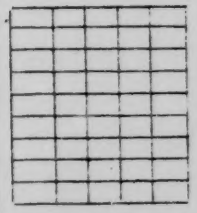


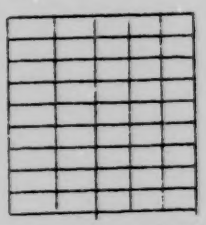
3.0 Materials
1. Locates materials
2. Makes bibliography
3. Sets up displays
4. Sets up demonstrations (prepares materials)



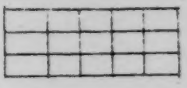
4.0 Instruction

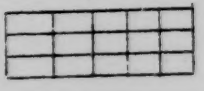
4.1 Teaching
1. Tutors individual
2. Organizes play activity
3. Selects materials
4. Develops materials
5. Teaches total group
6. Teaches small group
7. Disciplines
8. Organizes group for instruction
9. Makes judgments



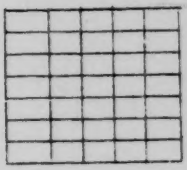


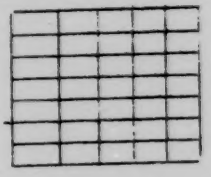
4.2 Planning
10. Plans, organizes meeting
11. Plans bulletin board
12. Plans lesson (small group, large group)





5.0 Evaluation
1. Grades papers
2. Makes anecdotal records
3. Uses Systematic Observation Schedule
4. Organizes case study
5. Evaluates materials
6. Makes test
7. Interprets test results





5 HANDBOOK
for
TEACHER PRACTICES OBSERVATION RECORD*

The Teacher Practices Observation Record is an instrument for systematically observing teachers' classroom behavior. Its use enables the observer to analyze the methods of instruction employed by the teacher in the classroom. It is designed to be used to record teacher behavior as it occurs. The observer is to score the instrument from the behavior observed at the point in time of the observation; not from what has preceded or will follow the observation period.

The TPOR consists of sixty-two items which describe teacher behavior. Each item identifies a procedure which would find support and approval by a large group of educators and which is in widespread practice. There are no "bad" items, every item has its champions; however they do reflect differing philosophies and theoretical orientations. Therefore, you will find yourself making judgments as to the desirability of the practices these items reflect. This is unavoidable. However, your task in learning to use a classroom observation system is to see and record the behavior, as it occurs, regardless of your judgments of the value of these practices. The purpose of your training is to enable you to make discriminations, to "see" teacher behavior as it happens within the framework of the TPOR.

*Bob Burton Brown, University of Florida, Gainesville, Florida, developed this instrument.

A. Nature of the Situation

The first ten items of the TPOR indicate the nature of the classroom situation. The even-numbered items indicate a situation in which a pupil is given an opportunity to have an "experience." He does something and has something done to him in return. He acts, undergoes the consequences of his action, and notes the consequences. The odd-numbered items indicate that instead of something to do, the pupil is given something to learn. Direct experience is neglected in favor of a more formal instructional situation.

1. T makes self center of attention

   a - Focus is on what T says or does.
   b - T lectures, gives directions (written or oral).
   c - T directs discussion, "runs the show."
   d - P follows T's lead.

2. T makes p center of attention

   a - Focus is on what p says or does.
   b - P leads discussion, presents information.
   c - T follows p's lead.
   d - P permitted to follow his own lead.

3. T makes something itself the center of p's attention.

   a - P attends to some object--textbook, chalk board, map, globe, etc.
   b - P plays a passive role, concentrates on some object as an end in itself.
   c - No action, talk only.
   d - Emphasis is on nouns rather than verbs.
   e - Look but don't touch.

4. T makes doing something center of p's attention.

   a - Talk or writing is about "How to do it" rather than just something to watch, admire, possess, or simply to "know about."
   b - P puts object or idea to use, with focus on the process of using it.
   c - Action or process as the end-in-view, rather than as means to some other end.

5. T has p spend time waiting, watching, listening. This one is easy; no further explanation needed.

6. T has p participate actively.

   a - Opposite of #5
   b - P assumes active rather than passive role.
   c - Reading, writing, or talking ordinarily do not trigger this item. Participation must be direct rather than vicarious or secondhand.

7. T remains aloof or detached from p's activities.

   a - T ignores p, shuns his requests, walks away.
   b - T sits at desk correcting papers, etc., while p reads, reports, or studies.
   c - T stares out window while student talks, works, performs, etc.

8. T joins or participates in p's activities.

   a - First of all, there must be pupil activity.
   b - T joins in p's play, songs, games, etc., as something of an equal rather than as "boss."
   c - T gets down off his horse to do something with p. T gets his feet wet, his hands dirty in childlike student pursuits.

9. T discourages or prevents p from expressing self freely.

   a - T interrupts or cuts off p's contribution by word or gesture.
   b - T belittles (puts off or puts down) the verbal or graphic contribution of p.
   c - T "hogs" the discussion or dominates the activity.
   d - T controls things so that p may respond only in prescribed ways, enforcing conformity.

10. T encourages p to express self freely.

   a - T asks or permits p to respond as he actually feels or believes.
   b - T accepts argument or disagreement from p.
   c - P uses "creative" or "emotional" language without alarm or rebuke from T.

B. Nature of the Problem

The second section of the TPOR consists of ten items which describe the types of questions, problems, or topics around which pupil activities are organized. The even-numbered items indicate there is a problem of genuine concern to the pupil, that it causes p real trouble, makes p stop and think, make choices, investigate, and go beyond mere memorization of some assigned lesson. The odd-numbered items indicate that study problems stem from teacher or textbook, that answers rather than questions are emphasized, that acquisition rather than inquiry is the purpose of the activity.

11. T organizes learning around Q posed by teacher

a - T initiates the problem, topic, or project.
b - T makes assignment, gives directions.
c - Problem is scholastic in nature, something no child would be caught dead with outside of school.

12. T organizes learning around p's own problem or Q.

a - T permits or requires p to develop his own Q or problem.
b - P intiates, adapts, or puts his own slant on study problem, Q, or topic.
c - Problem would interest p outside of school.
d - T who allows p to choose which nation is to be studied next, which poem he will present orally, and so forth, is <u>not</u> organizing learning around p's own problem; instead, T is simply giving p a choice within the problem the teacher has developed for the purpose of conveying instruction.

13. T prevents situation which causes p doubt or perplexity.

a - T discourages p from taking action that will involve him in difficulty or place him in a quandry.
b - T anticipates and supplies answer for questions which might lead to confusion, doubt, perplexity.
c - T extricates p from ambiguous or uncertain learning situation.
d - T provides answer, model, directions which quickly remove all doubt.

14. T involves p in uncertain or incomplete situation

a - T responds to p's Q with a Q.
b - T refuses to solve problem or answer Q for p.
c - T leads p to mull the Q to find answer for himself.
d - T leads p to problematic situation in which p must make choices or decisions.
e - T puts p in a quandry.

15. T steers p away from "hard" Q or problem.

a - T discourages p from tackling problems or topic which T considers over p's head.
b - T turns p away from Q which p cannot answer easily or quickly.
c - T discourages Q which cannot be answered conclusively or "for certain."
d - T turns away from problem, Q, or topic with such remarks as "I don't think you're ready for that yet," "We'll get to that later," etc.

16. T leads p to Q or problem which "stumps" him.

a - T asks Q which cause doubt or perplexity, which cannot be answered without p taking time to think and investigate.

b - P pauses, scratches head, grimaces, holds his chin in response to T's Q or the problem at hand.

c - P is in a dilemma or quandry, has difficulty deciding among alternatives.

d - This item does <u>not</u> include problems whose difficulty overwhelm or threaten p, but rather those problems which challenge him, cause him to stretch a bit intellectually.

17. T emphasizes gentle or pretty aspects of topics.

a - T portrays an idealistic, trouble-free view of the topic under consideration.

b - T wraps the intellectual activities of p in cotton batting, carefully protects p from investigating the seamier side of the subject

c - T looks (and encourages p to look) at problem, Q, or issue through rose-colored glasses which filter out all but the good, the pure, the brave, and the strong.

d - T pours oil on troubled waters, discourages or prevents argument, disagreement, controversy, conflict, struggle. In effect, T says, "There is enough misery and trouble in the world without bringing it up in school."

e - T extolls Pollyanna-ish virtues (and encourages same from p). Focuses on gentle, pretty, pleasant, reassuring, conventional, safe, uncontroversial aspects of life. Stresses comfortable middle-class attitudes and values.

18. T emphasizes distressing or ugly aspects of the topic.

a - T insists that the subject p is dealing with be viewed realistically.

b - T asks that p face problem as it would be experienced outside the classroom in "raw" real life--even when that may be disconcerting, upsetting, or even shocking to some tender souls.

c - T looks (and encourages p to look) at problem, Q, or issue "like it is," including the bad, the ugly, the impure, the cowardly, and the weak

d - T encourages argument, disagreement, controversy, conflict, struggle on the grounds that such are essential ingredients to stimulating interest, inquiry, reflective thinking.

e - T deliberately asks that p explore and contemplate minority or unpopular points of view.

f - T plays the "devil's advocate," deliberately assumes a dissenting position to create controversy and consideration of alternatives and to postpone easy, early, convenient conclusions on part of p.

19. T asks Q that p can answer only if he studied the lesson.

a - T asks Q on some assigned lesson or task.
b - T asks Q to see if p has made preparation prior to discussion or recitation.
c - T asks Q to find out if p understands what has been read, told, or shown.
d - T asks p to recall specific information.

20. T asks Q that is not readily answerable by the study of the lesson.

a - T asks Q which goes beyond the lesson
b - T asks p to locate, synthesize or apply information or principles.
c - T asks p to form opinions or develop hypotheses regarding the topic at hand.
d - T behavior requires p to go beyond recall of previously ingested information.

C. Development of Ideas

This section of the TPOR is concerned with the generation or creation of ideas, guesses, hypotheses, suggestions, etc., and their refinement and elaboration. Does the teacher encourage or discourage hypothesizing on the part of the pupil? The even items says T does; the odd items say T does not.

21. T accepts only one answer as being correct.

a - T does not accept the possibility that there is more than one possible answer to Q at hand.
b - T rejects all answers except one.
c - T refuses to seriously entertain alternative answers and supporting argument for them.
d - T accepts an answer as being correct without further qualification or question.

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22. T asks p to suggest additional or alternative answers.

a - If T is merely fishing for the one correct answer he has in mind, do not mark this item.

b - T implies that the Q may have more than one correct answer, more than one good solution.

c - T encourages debate regarding the relative merits of alternative suggestions or proposed solutions, withholding his own final judgment.

d - T entices, pushes, or goads p "to think of another way to do it," or "to imagine other possibilities."

23. T expects p to come up with answer T has in mind.

a - T fishes or hunts around until some p gives him the one answer he was looking for.

b - When T gets the answer he wants, he, in effect, says, "Eureka!" "Hooray" or "Very Good!"

c - T bawls p out for not getting the answer the T wanted.

d - T will not accept a "near miss" as satisfactory answer, but insists that it be exactly right or "on the nose."

24. T asks p to judge comparative value of answers or suggestions.

a - This item often accompanies item #22, particularly if T encourages argument regarding relative merits of ideas, suggestions, or solutions

b - T asks p to compare alternatives on their merits or with supporting evidence and argument--going beyond mere "'tis and 'taint" quarreling.

c - T asks p to project proposed suggestions toward their possible future consequences and a comparison of the relative value of those consequences or results.

d - T asks: "How do you think A and B will turn out?" "Do you think the results of A will be better than the results of B?" "Why?" "Why not?" "Is there a solution C which would produce even better results?"

25. T expects p to "know" rather than to guess answer to Q

a - T tells p to stop guessing, or says, "If you don't know the answer, don't raise your hand and keep still."

b - T rejects or belittles p's guesses or errant "stabs in the dark."

c - T rewards only answers which are precisely "on the button," and ignores all others.

d - P never responds unless he has an answer he is sure will be accepted by T.

26. T encourages p to guess or hypothesize about unknown or untested.

a - T puts p in situation in which there are no known and tested solutions, no "right" or "wrong" answers.

b - T lets p know that p's guess or hypothesis is appropriate to the istuation, in effect, the only way out of the present predicament.

c - T says, "Your guess is as good as mine in this case."

d - T says, "It is your problem; figure it out the best way you can. Struggle with it, and I will admire your effort if not your results."

e - T says, "Take a chance. Risk something. It is all right if you fail. You have nothing to lose, and you might win."

27. T accepts only answers or suggestions closely related to topic.

a - T rejects contribution of p as inappropriate for this time and place.

b - T says, "Not now, maybe later," or "That's off the subject."

c - T ignores or forestalls all responses of p which are not closely related to the planned purposes of the class activity.

28. T entertains even "wild" or farfetched suggestion of p.

a - T accepts (even rewards) "creative" responses and suggestions of p.

b - P ventures suggestions without fear of rebuke by T if he happens to be "off base."

c - T encourages p to offer "silly" suggestions with such remarks as "That may not be as silly as it sounds" or "Behind the humor or facetiousness of that, there is an element of truth or serious possibility."

29. T lets p "get by" with opinionated or stereotyped answer.

    a - T accepts (without question or qualification) such pupil responses as "The Dutch wear wooden shoes," "Arabs steal a lot" "Little boys are bad," "Girls are tattletales," "People who drink beer won't go to heaven," etc.

    b - T makes over-generalizations, and accepts as "right" answers from p such trite generalizations as: "Monday is wash day," "Everybody goes to church on Sunday," "The sky is always blue," "Eskimos live in igloos," "Ducks go 'quack quack,'" "Ghosts and goblins come out on Halloween night," etc.

30. T asks p to support answer or opinion with evidence.

    a - T questions opinionated or stereotyped answers by asking, "Is that always so?" "Are there exceptions to that?" "Does everyone agree with that?" "Can you support that?"

    b - T asks, "How do you know?" "What are the facts?" "Did you see it happen?" "Really?" "Is that good enough reason or basis for believing that is true?"

    c - T says, "That is only your opinion," or "People say that, but is there any truth to it?"

    d - T questions p's evidence, insists that p's argument "hold water," that p follow rules of evidence and rules of logic.

D. Use of Subject Matter

The next ten items of the TPOR are related to the role given subject matter. The even-numbered items indicate a teacher who engages pupils with subject matter, who emerses them in it to actively struggle with it, collect it, analyze it, deal with it--all on as broad a basis as possible. The odd-numbered items indicate a teacher who makes himself the active "pitcher" and the pupil the passive "catcher" of subject matter. This teacher tightly controls, structures, and predigests the subject matter for the pupils. Other even items indicate factually correct information which is dealt with logically, while other odd items indicate inaccurate information, misconceptions and over-generalizations.

31. T collects and analyzes subject matter for p.

    a - Subject matter is neatly prearranged and presented in a well-organized and efficient manner for quick and easy ingestion by the pupil.

    b - All the fun, struggle, excitement with the subject matter was done, finished, concluded by the teacher prior to and apart from this particular classroom situation. Pupil sees and hears only the finished product.

c - Pupil is expected only to receive, accept, and acquire the packaged content--not to help make it, find it, put it together, or do something with it.

32. T has p make his own collection and analysis of subject matter.

a - Pupil is at work, not at carrying out the specific instructions of the teacher, but at searching and sifting through information for the clarification and solution of some problem he has taken for his own.

b - Pupil contributes information he has discovered on his own rather than something parroted back from teacher or textbook.

c - Having pupil read in some assigned textbook or storybook should not trigger this item. Pupil should use a variety of source materials or some source external to the classroom to qualify here. It must be his own doing.

33. T provides p with detailed facts and information.

a - T makes a present of facts and information to pupil; hands it to him on a platter.

b - T lectures or demonstrates to provide p with the desired subject matter.

c - T provides a textbook, workbook, or study sheet which contains the information needed for the lesson.

34. T has p find detailed facts and information on his own.

a - T gives p an assignment or problem which cannot be dealt with by reading or looking in immediately available sources. T drives p to library, multiple sources, experimental equipment, etc., to search for and put together the information needed.

b - Pupil cannot find the whole answer prepackaged anywhere; he must put it together from isolated pieces from various sources.

c - Use of standard textbooks and other classroom materials can trigger this item if they are used in a non-parroting manner, i.e., if the p searches through them to find obscure patterns, pieces of a puzzle, hidden meanings, subtle explanations, or "puts 2 and 2 together to make 4."

d - P finds detailed facts and information (from any source) to support an inference, an argument, or a conclusion.

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35. T relies heavily on textbook as source of information.

a - Information brought forward is "planned," or limited to secondary source materials of textbook or standard reference materials type.

b - Teacher limits the scope of information by tight structuring of the lesson which permits neither time nor opportunity to utilize a wide range of subject matter.

c - T adds little or nothing to information which is in the hands of p in the form of textbook or prepared lesson or study materials. T sticks to a script or subject matter prescription.

36. T makes a wide range of informative material available.

a - T provides, refers to, and encourages p to use (1) more than one book, (2) audio-visual sources, (3) laboratory or experimental equipment, (4) resource people, (5) first-hand experiences, etc.

b - The key here is lack of structure or absence of restriction with respect to information sources and experiences.

c - If the question of information sources is overtly open, then mark this item. Is there evidence that multiple sources, or different and differing sources, are being used or referred to? Is there argument or disagreement over facts and their sources? Is there indecision about which of several available sources to use or rely upon? If so, mark this item.

37. T accepts and uses inaccurate information.

a - T permits a mistake or inaccuracy (his or p's) to go unchallenged or unnoticed.

b - T mispronounces or misspells a word without later correcting himself.

38. T helps p discover and correct factual errors and inaccuracies.

a - T asks Q which leads p to discover his own error.

b - T has p try out or test his suggestion to discover its lack of value or inappropriateness.

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c - Do not mark this item if T merely "corrects" errors for p by saying, "Wrong" or "No" or "Try again."

d - Do not mark this item if T merely shows or tells p the correct answer.

39. T permits formation of misconception and over-generalization.

a - Very similar to item #29, except that this one emphasizes subject matter content rather than the style or manner of the statement.

b - T builds a misconception or over-generalization in the course of his lecture, explanation, or illustration of the subject matter.

c - T repeats (hammers home or drills in) factual inaccuracies into a larger misconception.

d - T grossly oversimplifies a concept, or "cuts corners" with respect to the precision and completeness of concept formation.

e - T commits or permits the use of faulty reasoning to reach unwarranted conclusions; i.e., T is guilty of bad thinking or fuzzy thinking and turns out a wobbly product.

40. T questions misconceptions, faulty logic, unwarranted conclusions.

a - T uses standards of scientific thinking or rules of logic as criteria for accepting conclusions or summary statements.

b - T does not confuse folklore with fact, and points out the difference to p.

c - T attempts to establish reason rather than faith as the proper basis for determining the truth of subject matter.

d - T identifies superstition or propaganda for what they are, questions their use, challenges p to see them as such.

E. Evaluation

The issue in this section of the TPOR is between external and internal evaluation, teacher evaluation vs self-evaluation, whether or not p is forced to rely on outside authority to evaluate himself or his work.

41. T passes judgement on p's behavior or work.

    a - T tells p he is "good" or "bad," or that his ideas or behavior is "good" or "bad."

    b - T assumes the role of judge in the situation.

    c - T encourages p to go ahead with nods and smiles, or discourages him with faces and frowns.

42. T withholds judgment on p's behavior or work.

    a - T refuses to act as judge, avoids comments of either acceptance or rejection, remains noncommittal.

    b - T, when asked for evaluation, says, "What do you think?" or "Why don't you decide for yourself?" or "Try it and find out."

    c - T forces evaluation back onto p.

    d - T asks for a suspension of judgment pending additional evidence.

43. T stops p from going ahead with plan T knows will fail.

    a - T prejudges p's efforts.

    b - T says, "Don't do that!" or "If you do that, such and such is sure to happen" or "You wouldn't want to make a mistake, would you?"

    c - T shows dislike or intollerance or fear of errors, mistakes, accidents--and tries to prevent their happening.

    d - T discourages risk-taking. Prevents actions which are not likely to succeed or turn out well. T is no gambler and will not permit p to gamble either.

44. T encourages p to put his ideas to a test.

    a - T says, "You'll never know unless you try it."

    b - T makes the scientific test the basis for truth finding rather than the word of authority.

    c - T gives p a chance to discover by experiencing actual effects, whether his choice of this rather than that was a judicious one.

d - T permits p to go ahead with plans based on foresight, observation, and consideration of several alternatives—even when sure their judgment is mistaken.

e - Guesses or ideas are tested by acting upon them.

45. T immediately reinforces p's answer as "right" or "wrong."

a - Distinguished from item #41 by the difference between "good and bad" and "right and wrong."

b - T quickly evaluates p's work as correct or incorrect.

c - Never leaves any room for doubt--or thought--as to how well p is doing or whether he is on the right track.

46. T has p decide when Q has been answered satisfactorily.

a - P evaluates his own answer or work.

b - P decides when work is finished.

c - T asks, "Are you satisfied with that answer?" or "Is there more that needs to be done with it?"

47. T asks another p to give answer if one p fails to answer quickly.

a - T moves from p to p in search for the right answer.

b - T does not wait to give p time to mull thing over; instead, insists upon an immediate response.

48. T asks p to evaluate his own work.

a - Similar to #42 and #46, with emphasis upon evaluation or judgment with respect to "goodness," "adequacy," or appropriateness."

b - T asks p to say <u>how well</u> p thinks he is doing or has done.

c - T asks p if he "likes" what he has done.

49. T provides answer to p who seems confused or puzzled.

a - T tells p how to spell, pronounce, or say a difficult word p is stumbling over.

b - T corrects p by substituting right answer for p's wrong answer.

c - T explains or illustrates correct answer to clear up confusion for p.

d - T gives answer to p "on a platter."

50. T gives p time to sit and think, mull things over.

a - T waits patiently for p to respond, doesn't rush him or move quickly to another p for right response.

b - T lets p struggle or "sweat it out."

F. Differentiation

The next seven items indicate the extent to which the teacher provides for differentiation of tasks to meet the interests and abilities of pupils.

51. T has all pupils working at same time.

a - Attention of the group is focused on T, or on the same object, question, or lesson.

b - Group watches or listens while p or T talks, reads, or demonstrates for the group.

c - The idea, topic, assignment, or lesson is basically the same for all pupils, even though one p is singled out from time to time to recite, perform, etc.

52. T has different p working at different tasks.

a - Pupils work in small groups on different problems.

b - Pupils work alone on different assignments, problems, or tasks.

c - Do not mark when pupils are simply working quietly at their desks on same general assignment--such as arithmetic problems, or next five pages in a book.

53. T holds all pupils responsible for certain material to be learned.

a - T reminds group that they will be tested on such and such.

b - T sets a time limit or "due date" for finishing an assignment.

c - T reminds p that he is only one who hasn't finished his assignment.

d - T scolds p for not learning material assigned to the group.

54. T has p work independently on what concerns p.

a - Another expression of item #52, with special emphasis on Interest or concern.

b - Based on the assumption that no more than a handful of youngsters can ever be genuinely interested in or concerned with the same thing at the same time.

c - P is permitted to "go his own way," withdraw from main group and "do his own thing."

55. T evaluates work of all pupils by a set standard.

a - Often accompanies items #41, #45, #47, #49, #51, #53.

b - Often accompanies items #21, #23, #25.

56. T evaluates work of different pupils by different standards.

a - T accepts work of varying quantity or quality without negative comment or comparison.

b - T obviously or deliberately praises a "slow" pupil for an achievement which would go unnoticed when done by brighter pupils.

c - T pushes some p beyond standard accepted for other pupil or pupils.

G. Motivation, Control

57. T motivates p with privileges, prizes, grades.

a - T tells pupils they will lose rights or privileges if they don't do what T wants them to do.

b - T bribes p.

c - T awards or offers privilege or prize for success, or deprivation of same for failure.

d - T gives p's work a "grade" or "mark."

58. T motivates p with intrinsic value of ideas or activity.

a - Opposite of #57.

b - T shows enthusiasm for idea or activity, and encourages p to share it with him.

c - T focuses attention on the worth or value of an idea or activity itself, rather than "sugar coating" it or making it merely a means to something the pupil does value or prize.

59. T approaches subject matter in direct, businesslike way.

a - T makes "learning something" or "lesson getting" the obvious purpose of an activity.

b - T brooks no deviation from preplanned purposes of the day--goes for it in a"beeline."

c - T says, "Turn to page so and so," "Begin here and do this until...," etc, etc.

60. T approaches subject matter in indirect, informal way.

1 - T provides a number of alternative approaches to subject matter, gives choice, provides time to explore or "fiddle around" with it.

2 - Often goes with items #12, #14, #16, #20, #22, #28, #32, #36.

3 - Do not mark this item simply because T's manner, dress, or speech is relaxed or casual. Remember only informality with respect to use of subject matter counts here.

61. T imposes external disciplinary control on p.

a - T scolds pupil or otherwise admonishes p's behavior.

b - T tells pupil to "sit down" or "be quiet."

c - T shakes finger at, grabs, or even strikes pupil.

d - T "blows the whistle on" p's behavior, invokes a rule, metes out punishment or consequences.

62. T encourages self-discipline on part of p.

a - T asks p about his behavior, calls for him to examine his behavior in terms of his purpose.

b - T provides opportunity for p to correct or alter his own behavior.

c - T asks, "Is that what you want to do?" "Does that bother you?" etc.

TEACHER PRACTICES OBSERVATION RECORD*

DIRECTIONS

The Teacher Practices Observation Record provides a framework for observing and recording the classroom practices of teacher. Your role as an observer is to watch and listen for signs of the sixty-two teacher practices listed and to record whether or not they were observed, WITHOUT MAKING JUDGMENTS AS TO THE RELATIVE IMPORTANCE OR RELEVANCE OF THOSE PRACTICES.

There are three (3) separate 10-minute observation and marking periods in each 30-minute visit to the teacher's classroom. These are indicated by the column headings I, II, and III. During period I, spend the first 5 minutes observing the behavior of the teacher. In the last 5 minutes go down the list and place a check (✓) mark in Column I beside all practices you saw occur. Leave blank the space beside practices which did not occur or which did not seem to apply to this particular observation. Please consider every practice listed, mark it or leave it blank. A particular item is marked only once in a given column, no matter how many times that practice occurs within the 10-minute observation period. A practice which occurs a dozen times gets one check mark, the same as an item which occurs only once.

Repeat this process for the second 10-minute period, marking in Column II. Repeat again for the third 10-minute period, marking in Column III. Please add the total number of check marks recorded in Columns I, II, and III for each teacher practice and record in the column headed TOT. There may be from 0 to 3 total check marks for each item.

_____
month day year

_____
Name of Teacher

_____
city state

_____
School

_____
Name of Observer-judge

_____
Grade Subject

*Bob Burton Brown, University of Florida, Gainesville, Florida, developed this instrument.

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TEACHER PRACTICES OBSERVATION RECORD

TOT	I	II	III	TEACHER PRACTICES
				A. NATURE OF THE SITUATION
				1. T occupies center of attention.
				2. T makes p center of attention.
				3. T makes some thing as a thing center of p's attention.
				4. T makes doing something center of p's attention.
				5. T has p spend time waiting, watching, listening.
				6. T has p participate actively.
				7. T remains aloof or detached from p's activities.
				8. T joins or participates in p's activities.
				9. T discourages or prevents p from expressing self freely.
				10. T encourages p to express self freely.
				B. NATURE OF THE PROBLEM
				11. T organizes learning around Q posed by T.
				12. T organizes learning around p's own problem or Q.
				13. T prevents situation which causes p doubt or perplexity.
				14. T involves p in uncertain or incomplete situation.
				15. T steers p away from "hard" Q or problem.
				16. T leads p to Q or problem which "stumps" him.
				17. T emphasizes idealized, reassuring, or "pretty" aspects of topic.
				18. T emphasizes realistic, disconcerting, or "ugly" aspects of topic.
				19. T asks Q that p can answer only if he studied the lesson.
				20. T asks Q that is not readily answerable by study of lesson.
				C. DEVELOPMENT OF IDEAS
				21. T accepts only one answer as being correct.
				22. T permits p to suggest additional or alternative answers.
				23. T expects p to come up with answer T has in mind.
				24. T asks p to judge comparative value of answers or suggestions.
				25. T expects p to "know" rather than to guess answer to Q.
				26. T encourages p to guess or hypothesize about the unknown or untested.
				27. T accepts only answers or suggestions closely related to topic.
				28. T entertains even "wild" or far-fetched suggestion of p.
				29. T lets p "get by" with opinionated or stereotyped answer.
				30. T asks p to support answer or opinion with evidence.

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TOT	I	II	III		
					D. USE OF SUBJECT MATTER
				31.	T collects and analyzes subject matter for p.
				32.	T has p make his own collection and analysis of subject matter.
				33.	T provides p with detailed facts and information.
				34.	T has p find detailed facts and information on his own.
				35.	T relies heavily on textbook as source of information.
				36.	T makes a wide range of information material available.
				37.	T accepts and uses inaccurate information.
				38.	T helps p discover and correct factual errors and inaccuracies.
				39.	T permits formation of misconceptions and over-generalizations.
				40.	T questions misconceptions, faulty logic, unwarranted conclusions.
					E. EVALUATION
				41.	T passes judgment on p's behavior or work.
				42.	T withholds judgment on p's behavior or work.
				43.	T stops p from going ahead with plan which T knows will fail.
				44.	T encourages p to put his ideas to a test.
				45.	T immediately reinforces p's answer as "right" or "wrong."
				46.	T has p decide when Q has been answered satisfactorily.
				47.	T asks another p to give answer if one p fails to answer quickly.
				48.	T asks p to evaluate his own work.
				49.	T provides answer to p who seems confused or puzzled.
				50.	T gives p time to sit and think, mull things over.
					F. DIFFERENTIATION
				51.	T has all p working at same task at same time.
				52.	T has different p working at different tasks.
				53.	T holds all p responsible for certain material to be learned.
				54.	T has p work independently on what concerns p.
				55.	T evaluates work of all p by a set standard.
				56.	T evaluates work of different p by different standards.
					G. MOTIVATION, CONTROL
				57.	T motivates p with privileges, prizes, grades.
				58.	T motivates p with intrinsic value of ideas or activity.
				59.	T approaches subject matter in direct, business-like way.
				60.	T approaches subject matter in indirect, informal way.
				61.	T imposes external disciplinary control on p.
				62.	T encourages self-discipline on part of p.

Appendix A

Florida Parent Education Program*

Program Description

*Greenwood, Ware, Breivogel, Proposal for Continued Support of a Follow Through Model Approach, February 15, 1973, p. I-29.

PART I - PROGRAM DESCRIPTION

I. Definition of the Sponsor's Approach

A considerable body of research literature indicates that a major source of a student's pattern of achievement and motives for achievement, as well as his personality structure, is the home in which he grows up. The behavior and attitudes of his parents, as well as the nature of the physical setting and materials provided, have a direct impact on his behavior before and during the school years. In particular, three elements of the home may be categorized: demographic factors (housing, income, ethnic membership), cognitive factors, and emotional factors. The cognitive variables might be further defined as the amount of academic guidance provided, the cognitive operational level and style of the parents, the cultural activities they provide, the amount of direct instruction they engage in, their educational aspirations, their language structure, the frequency of language interaction, and the intellectuality they provide such as in books, magazines, and the like.

The parental emotional factors may be conceived of as the consistency of management and disciplinary patterns, the parents' own emotional security and self-esteem, their belief in internal versus external control of the environment, their own impulsivity, their attitudes toward school, their willingness to devote time to their children, and their patterns of work.[1,2] These factors operate in all homes, regardless of social class

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[1]Gordon, I.J. (Ed.) Reaching the Child Through Parent Education: The Florida Approach. Gainesville, Florida: Institute for Development of Human Resources, 1969.

[2]Gordon, I.J. The Florida Parent Education Program. Gainesville, Florida: Institute for Development of Human Resources, Aug. 1970, 14 pp. dupl.

or ethnic group. If these factors contribute to child performance, then one phase of the educational program should be the education of parents to be aware of and use their talents to increase the achievement motivation, intellectual behavior, and self-esteem of the child. The Florida Parent Education Follow Through Program, therefore, was designed to work directly in the home, so that the home situation might lead to better school and life performance. Most parents are good parents, interested and concerned about their children, with high hopes for them. All parents can continue to grow and learn ways to work with their children which helps them in school and life. The Florida Program assumes that parents are adequate; it is designed to enhance this adequacy.

Not all of the child's behavior, obviously, is a function of the home. The school certainly plays an integral role in the intellectual and personality development of the child. The same cognitive and emotional factors listed above for parents apply to teachers. The nature of the curriculum, the mode of teacher behavior, the classroom ecology, all influence not only immediate behavior but also patterns of behavior for the future. Any program of sound education needs to work not only in the home but also in the school. The Florida Program provides ways of changing the classroom organization, teaching patterns and influencing the curriculum in a Follow Through classroom through (1) the use of paraprofessionals; (2) the development, by the teaching team (teachers and paraprofessionals) of appropriate home learning activities growing out of the classroom program, and the parents' desires and needs; and (3) parental involvement. This Florida Program is not, however, oriented to the classroom in the sense of an organized curriculum. It is not a prescription for the organization of either the physical setting or the

chronological arrangement of the classroom day, nor does it require specific teaching acts on the part of the classroom teacher. Neither does it provide recommendations for classroom discipline or child management. Our belief is that as teachers get involved in working with paraprofessionals from the community, interact with parents, plan for both the development and delivery of home learning activities, receive feedback and suggestions from the home, they will examine their classroom practices, curriculum emphases, teaching behaviors and modify these appropriately. We see teachers as professionals who do not need to be told every action, but who are able to grow as a result of program participation.

The program emphasis is on (1) the development of nonprofessionals as parent educators, and as effective participants in the classroom teaching process; (2) the development of appropriate instructional tasks which can be carried from the school into the home to establish a more effective home learning environment; and (3) development of parents as partners in the educational program for their children.

The Florida Parent Education Program has as its major elements:

A. The use of mothers from the Follow Through community as parent educators (see Appendix A).

1. The parent educator functions as a home visitor to the homes of the children in the classroom in which she is working.

a. The parent educator working with the teacher develops home learning tasks which are used with small groups of children or individuals in the classroom and with mothers during home visits. During the home visits she teaches the

mother how to teach the home learning task to her child(ren). Part of this parental instruction is aimed at increasing the quality and quantity of parent-child interaction in an educational setting. Over the course of the school year the parent educator assists the mother in the utilizations of Desirable Teaching Behaviors (see Appendix B) while teaching the children.

Both teacher and parent educators are taught procedures for the development of teaching tasks. The parent education activity consists of periodic (preferably once a week) home visits in which the major activity is the demonstration and teaching of the mother in tasks that have been devised in school to increase the child's intellectual competence and personal and social development. A set of criteria (Appendix C) is used by the teaching team in both the development and assessment of their materials. Responsibility for task development rests in the local community. In each community, a library of home learning activities has been developed which can be used by any Follow Through teacher, regardless of grade level, when the activity matches the child and home. A learning activity (task) may be used for many children, or may fit just a few. These tasks are developed to enhance not only the cognitive or academic development of the child, but also to strengthen the parent-child bond, to involve siblings, both older and younger, in the Follow Through child's learning. They are not "homework", but game-type supplements. They are not designed as "remedial work" nor are they to be seen as serving "problem" children. They are for <u>all</u> children in the Follow Through classroom. As a part of the demonstration in teaching,

the parent educator helps the parent understand the purposes of each task, how to perform it, and how to estimate the ability of the child to complete the task. But tasks are not a one-way street. The parent educator not only encourages the parents to develop their own adaptations of the material, she also actively solicits from the parents their ideas about activities which have worked for them, their suggestions for future tasks, and their views about schooling. These, in turn, are used by the Follow Through teachers and parent educators in the creation of new activities, with credit given to parent-originators. In this fashion the school is influenced by the home, and the parent is enhanced.

b. The parent educator collects data on the effectiveness and degree of utilization of the home learning tasks.

c. During her home visits, the parent educator provides mothers with information about educational, psychological, sociological, medical, dental, nutritional, and welfare services available to children and families in the community. She elicits suggestions for tasks from the parents. She informs the mother about the Policy Advisory Committee (PAC) activities, and encourages her participation in them and in classroom activities.

2. The parent educator functions as an instructional aide in the classroom.

a. The instructional role of the parent educator carries with it technical functions which are designed to supplement the instructional program in the classroom and home.

b. The parent educator serves in liaison between the classrooms

Insert on Page 5 after the paragraph numbered "C".

The typical home visit lasts a little over thirty minutes from the time that the parent educator enters the home to the time that she leaves (travel time not included). In making the visit the parent educator should engage in the following activities. (1) She should obtain information from the mother on how last week's task went when the mother taught it to the child. (2) The parent educator should teach and demonstrate this week's task to the mother in the same way that she and the teacher have prepared for the mother to teach it to the child. (3) The mother should then teach the task back to the parent educator who role-plays the child. (4) Following this the parent educator should obtain home-school and other information from the parent (e.g., information concerning PAC, comprehensive services, ideas for new tasks) and respond to questions and concerns that the parent might have. (5) As soon after the home visit as possible but after leaving the home, the parent educator should fill out the Parent Educator Weekly Report Form (PEWR) which summarizes the visit. Upon returning to school the parent educator should have a brief conference with the teacher concerning the home visit, thus promoting a continuous flow of current information between the home and the school. This information should then be used by the teacher and the parent educator when they plan for the next home visit.

teacher and the homes in which she works. She will assist the teacher during group parent meetings and during parent conferences.

In the classroom, the parent educator serves as a teacher auxiliary implementing instructional activities through working with individuals or small groups on various learning tasks. A basic element in the Florida Program is the recognition of the paraprofessional as a member of the teaching team. Under supervision, parent educators perform a wide range of activities in the classroom, and are not confined to housekeeping, clerical or child care duties. Basic to the creation of sound home learning tasks is a knowledge of the child and his behavior in the classroom. By working with the children on school activities, the parent educator comes to know them. She thus can, after planning with the teacher, inform parents about the progress of the child.

The parent educator spends about half her time in home visits; her load being half the families in the class. Her remaining time is spent at school, working in the classroom, planning with the teacher, reporting to the teacher about her visits, and participating in inservice education. In several communities, organized staff development programs in local institutions of higher education offer the paraprofessional additional opportunities for personal career development.

B. A key person in the program is the classroom teacher (see Appendix D). She supervises the classroom work of the parent educator and assists her in planning and implementing the parent education activities. She,

with the assistance of the parent educators, develops and selects the home learning tasks. She plans with the parent educator before the visits (seen Appendix E), and receives her report afterwards. In order to perform these duties, the teacher needs additional planning time, and many of the communities have built such time into their schedules. Further, the teacher receives effective technical help from a second or third adult in the classroom in carrying out the general goal of reaching each child. She finds that there is increased parent understanding and support for her efforts. She also learns ways to work with other adults which increase her professional competence.

C. The task specialist works with teachers, parent educators and parents in the development and delivery of home learning tasks. Appendix F states the role, and Appendix G indicates the various ways in which these tasks are generated and processed.

D. The Florida Parent Education Program cannot be seen as only relating to the parental involvement section of the Follow Through Program. It serves to tie together the instructional section and parent involvement section. We see parents as working partners in the schools and in the development of their children. By using the parent educator in the classroom and as a home visitor, we hope to establish increased communication. Knowledge of the home on the part of the school and the school on the part of the home should facilitate an increase in partnership activities that enhance both parties.

Parents are encouraged not only to visit the school and the classroom, but to take part in working with children in the room. Parents are not seen as observers or bystanders, but as people who can contribute to

the education of all children. Thus, in a room the teacher may have several adults carrying out a variety of learning activities. She bec then, better able to assess and meet individual needs because she is freed from the tyranny of large class instruction, and from the myth that children only learn when the teacher is teaching. She learns, th the creation of all home materials, ways to reorganize her classroom f individual and small group learning.

Critical to the entire program is the role of the PAC. The Florida Program stresses that parent education in its highest form means that parents share in the decision making processes, and learn effective means for influencing the learning situation in school as well as at home. As shown in Appendix G, the PAC is involved in task development process. Also, the PAC is involved in budget activities, and receives consultant help and information on the regular monthly consultant visits so that they can truly share in decision making processes.

E. The goals of the Florida Parent Education Program are as follows:

1. For parents

   a. Increase parents' competence to teach own child.

   b. Increase the amount of time spent with the child on educational-recreational activities.

   c. Increase attendance and participation in school and class functions.

   d. Raise the parents' feelings of interpersonal adequacy, competence.

   e. Increase parents' skill in relating to school, participating in PAC.

   f. Increase the feelings of internal control over one's life.

2. For children

   a. Raise the level of self-esteem.

   b. Increase cognitive development, ability to ask questions, to know evidence, manipulate materials, use abstract language, solve concrete problems, organize information.

   c. Increase achievement motivation.

   d. Increase respect for and acceptance of other children, other ethnic and social groups.

   e. Increase initiative and self-direction.

3. For classroom and school

   a. Increase teachers' skill in classroom management of other adults (paraprofessional and parents).

   b. Increase the teachers' skill in constructing focused curriculum materials (home learning tasks).

   c. More individualized instruction through use of other adults, and home learning tasks.

   d. Develop differentiated staffing.

   e. Increase parent educator's skill in working with parents.

   f. Increase parent educator's skill in working with individual children and small groups.

   g. Increase parent educator's skill in planning with teacher for both home and school.

   h. Increase parent educator's self-esteem and sense of internal control.

   i. Help teachers' morale.

   j. Provide a model of home-school relationships for subsequent use in the school system.

The above goals should be viewed as broad long-range statements of the sponsor's objectives. As the program has evolved, the objectives have been translated into more specific, measurable terms. See Part II of this proposal for the most current statement of short-term objectives in measurable terms.

Appendix B

Excerpts from Taped Interviews with Parent Educators

Appendix B

The following quotations were taken from taped interviews with the parent educators at the end of their participation in the Follow Through Research and Development Program.

What changes or effect did you observe in children as a result of their being in this program?

I found that since they know they have three people in the classroom they open up more. They ask for more help than--like I did when I was in school because I would know the teacher didn't have time. They seem to want to ask more and want to talk more, and sometimes when I visit a home and the child is there, it's almost as though he's afraid to talk, and maybe that's because parents don't really understand how important it is to listen to them. They are different in school than they are at home.

You can kind of really tell the difference if the child is working here at school and working at home too. He just acts differently than one that is working here and not working at home. He is more interested in what is going on at school.

There was this child, this black student who was very withdrawn from the teacher and I guess by me being black I was able to communicate more with him.

We were effective with our program with some middle income people, especially children that are considered slow learners by working with the parent and with the child and the teacher all cooperating together I think the program made a difference.

I know that there are several kids in our class who last year hated to go to school. The parents were really worried and I received comments like, they have never seen them the way they are now because it seems like they enjoy going to school and they look forward to my coming to their homes.

The children know that you are going into the home and I think they are better even in the classroom because they feel like you are talking with the parents and they feel like the parent is going to be close to you and even closer to the school. And I think the program does bring the parents closer to the school. That automatically affects the child.

Some of the kids come from homes where affection is not shown, and when they come to school I am there, and maybe I am the person who can give affection to this child, which I have done.

In the classroom I think it gives the children a good feeling to know that there is someone there when the teacher is busy with a group, that there is someone there they can depend on for help.

I do see a lot of changes because at the beginning of the school term we had kids who wouldn't talk. They weren't open at all. And, some of them were very slow and I think through us they have more confidence in themselves, just from a kind word or a pat on the back just talking to them and getting them off by themselves, just the two of us maybe, and talking to them and reading them stories and getting them to talk. This has made them talk more and really come out of their shells.

What changes or effect did you observe in parents as a result of their participation in this program?

I think the program has provided a good understanding to the parents about the school and its teachers. It has improved the understanding between parent and child, and it also has provided a need for participation. Now some of the parents seem to be more concerned about the child, what the child is doing in school, and in what ways they could help the child improve in certain areas. And, with taking a learning activity into the home I think it helped make the parent become more aware of some of the different activities that were being taught in the classroom.

By making visits to the parents' house, then the child knows that I am concerned. Then his mother says, "Well, if she's concerned about my child, I'm going to be more concerned about my child too, so I'm going to have to stick in here with her in order to show my child that we are all interested and concerned about him."

Parents have a little more condidence in the teachers, and as a whole I think the majority of them enjoyed having someone come into the home to maybe let them know what was happening in school if they weren't able to get out.

I think parents kind of feel that the children aren't being neglected--maybe they weren't before, but they didn't know that.

A lot of the parents more or less shy away from teachers and classrooms so I feel that Follow Through, parents working with parent educators, and parent educators going out into the homes has really stimulated a lot of parents to feel the need of being more involved.

Some of my parents said that there was some change because if we weren't taking the home learning activities into the home that they wouldn't have taken the time that they did to work with the child. They got an opportunity to see for themselves that the things they took for granted that the children knew, that sometimes they didn't know them.

Most of the parents that I work with really want to see their child get the best, and a lot of the things that we carried in may have seemed simple but it was something that the parents really overlooked or they didn't have time or just didn't think about working with the child, and when we carried these things in it was something else they learned and something that they didn't expect to teach the child.

Some parents want more tasks so they can continue and even make some themselves and work with the child because they feel it is really helping the child and it is helping them. It's giving them more patience to put up with the child.

At one time the parents didn't feel free to come into the classroom, and if they came into the classroom they would just sit around and do nothing. Now that we have tried to have something for the parent to do, and encouraged them to come to the schools, and listen to them and let them do what they want do do, they really look at the school a little bit differently like maybe that was the child's second home.

The home visit helps the parent understand the child better and the school situation in general better about what's going on in the classroom. So many times when the child goes home he doesn't tell the story exactly as it is.

The parent educator going into the home helps the parent understand what's going on at school and our goals too. If the child needs to do homework, the parent educator can take the message and explain to the parent how to go about helping the child and as a result the child usually benefits.

One particular parent didn't want anything to do with the program and she kind of gave me the cold shoulder every time I went there. On my third or fourth visit she was willing to try one of the kinds of things that I had and once she tried it, and she did do it with the child because the child came back to school talking about it--this is how you really can tell just what's going on--and the mother sent me a note giving me a definite date to come back. After--at first she didn't know what it was all about and how could it do anything for her and her child because they were more progressive children and she talked about her degrees--but once she found out that this gave the child time to spend with her and for her to spend time with the child, then she turned out to be really one of the best parents that I had. I think that was one of the best things that happened to me.

I think the program will affect parents because if they took enough time to let us come in they are really going to think about it at some point. I had some parents who were very shy and I even offered to go pick them up and bring them into the classroom to work and they got a different point of view of the classroom because they knew what was going on and they went on trips and things; and they really did like school. They might think school is something where you are here and you just have to learn but there are different ways to learn and I think they understood more about this.

Some of the parents became aware--well, really after the Home Environment Review--(an interview form given to the parent by the parent educator) that they should buy books for the children because some of them answered that they didn't have books in the home, or dictionaries. I think this made them aware that they really needed some things in the home. Afterwards, in several of the homes, I did notice books.

In a lot of learning activities that were taken into the home we had to use books, and we had books in the task library at the school, and we took books in and asked them if maybe they would buy books.

I've had some parents that I think the program did them more good than it did the child because some of my parents didn't have friends to come in and I was just a person that they could talk to. This was something they looked forward to each week for me to come in and it would just like lift a burden off of them.

One parent that I visited told me she couldn't do the games or she didn't have the education to do them. I think my best experience was when I was in her home and could see how much she actually learned because when I would go back on my next visit she would have the games all ready for me and she would show me what she and the child did. From that I really knew that she had learned from the game.

We had quite a few foreign parents in the program this year and at first when I went into the homes they would--when I asked a question--always refer to their husband to answer. They were hesitant about answering because they thought they would misuse the English and by the end of the program I couldn't

get out of the homes they were talking so much. I really thought this was good. Also, some of the parents were taking courses trying to speak English much better.

Do you think that this program made a difference in the school or changed the teachers in some way?

Well, I think the Follow Through program has made a great difference because it has helped the teachers in the classroom to do other things when the parent educators do certain things in the room to help the teachers out. For example, the teachers may have more than one reading group, and the parent educator would take a group and the teacher would take a group and that way they could get the reading groups done.

Another thing about this program which was very beneficial--once you get in the home you see certain things or conditions that exist and you can see why a child isn't putting out as well as you think he might be able to put out, if certain conditions didn't exist. This is one way you can really help the child. For instance, if you go in and see that the child maybe doesn't have proper clothing or maybe some other things that you might observe while visiting, you could see why this child is not really putting out at school. So, when you go in, this is one of the things that will give you help in understanding why the child is not doing what he is able to do. By working like this you come back and talk with the teacher and many times the teacher will change her attitude about this particular child.

The teacher feels she has had a lot less problem with discipline with the children because there are three of us there and we can see what is going on.

And, just think, if they have a problem they don't have to wait until the teacher is not busy, they can come to one of the parent educators and we can help them with their problems.

I haven't been involved with kids to this extent and I think it's good for the school's morale and for the teachers and for the students themselves, and the administration. It helps them to get a lot of the information that they wouldn't ordinarily get and then when those parents can't go on field trips or something like that they look toward that parent educator. And it really makes you feel good that you can help make a child's day a little bit brighter and make the r going to school a lot more meaningful.

Teachers making home visits with parent educators is one of the best points about the program. It gives the teacher a chance to visit all the homes whether or not that child is good or bad, and it lets those parents see that the people at the school really care, care enough to come to their house to sit down and talk with them, to tell them about some of the things that they can do or how their child is getting along. I don't think that when we were going into the home it really meant that much as far as discussing the kids abilities or attitudes. To some extent it did, but to hear it come from the actual instructor meant a great deal more

I enjoyed working with some of the children on a one to one basis--like teaching them different skills, like maybe using sight cards to teach them words they don't know and maybe helping one or two with different math skills that they didn't learn to do. And, we have a machine that we call a "Language Master" that I worked with lots of children on to teach them lots of words and help them out with different reading skills. This was a help to the teacher and children.

Has your participation in this program changed you as a person?

I have more feeling for people now than I had before, and it upsets me more when I see things happening to people than it did previously. It seems like other people's problems do worry me and I didn't know there were so many problems until I started working with the project. I didn't know some people live the way they do. I don't get angry as quick as I used to and I can accept criticism, and I also can work with people much better since I have become a parent educator. I think seeing so many problems in the communities and seeing that people really just needed a friend or someone to talk to, and not somebody who was very grouchy or critizing them--maybe this is all they have ever heard, criticism--so I think being a parent educator has taught me to be a better person and to get along with people.

I feel more confident in myself and I understand the situation that is going on in the classroom.

I think the job has been very rewarding to me and my family and for a lot of the parents and children that I have worked with. I have learned a lot. I feel more confident in myself. Having taken courses at Santa Fe I know I have more education now, and I am able to talk about things that I wasn't able to talk about before. And, as a person I really feel great.

Attending classes at Santa Fe has really given me a different way of thinking about society, and a lot of things before I might have blown up at or really felt uncomfortable with, but by going to some of the classes I have learned to listen and then to think before I speak.

As a person the parent education program has helped me to more or less think of some of the things I would like to do in the future. Since we had to take the

Santa Fe course work and we have a lot of children that cannot read, I thought maybe I would go into the reading program to help some children learn to read that don't know how to at this time.

I think if I wasn't a parent educator I probably wouldn't have gone into the reading field because otherwise I wouldn't have been involved with children to find out some of the things they didn't know how to do. But with the help of the program, it has given me some insight on what I would like to do in the future.

Now I am more interested in going to school.

I'm thinking about going into elementary education.

I'm in hopes of working this year and saving the money for next year to go on and try to get a degree in elementary education or in counseling.

I would most of all like to continue working with children, normal or abnormal, whichever way I could help, because I know there is someone out there trying to help mine.

When I thought about the salary and knew that there was something in my home that depended upon that salary, I knew that I just couldn't just go on the job any time I wanted to and leave any time I wanted to. I had a job and the job depended upon me and to get that salary I knew I had to be on the ball one way or the other. For instance, in the morning time I have three children, and I knew I had to get up and get dressed myself and get them dressed, and leave home at 7:00 a.m. in the morning I had to figure some way of getting them up and making sure they were dressed and all ready to go when I got ready to leave, so I just had to make myself do that whether I felt like it or not; I knew it had to be done.

There are many ways Follow Through has changed me in working with the children. I have never done this type of work before, only at home and it has given me ways and means of how to go about teaching my children. And I am now able to cope with some of the problems I didn't know how to go about. Working with the children has given me many ideas of going out into the world and maybe working with other children.

Before becoming a parent educator I never took up too much time with children, only my own. Now I enjoy all children. I have also learned new teaching and discipline methods which I use at home.

I can sit and listen to my children better now and just don't jump down their throats anymore like I did previously if they didn't do too well in school. I can talk to them and my children have become more honest with me.

I see now that education is very important. I knew it was important, but now I am helping my children more to get a better education and I am more aware of the type education they need than previously. But as far as being close--we were close all the time--but I can see how much more important it is now.

Now I am able to just sit down with my children and say, "Look, you're not doing too well in school, and just tell me what's going on, why can't you do this, or why can't you do that." I don't know whether I would have been able to do that or not if I hadn't had this kind of job, because although there were times when the children wanted to talk to me about something and I would put them off and say "no," or "I'll see you later."

I listen and try to see--especially if the problem is involving someone else--I listen to what children have to say and I listen to the problem that they may have caused and I try to reason with them and come to some kind of conclusions that they won't do it again. I think that by giving them a chance to make a decision about what's going to happen to them really helps.

I used to really get upset with my own children and I have learned to calm myself down and I found that this calms them down and I really get much more out of them.

I try and understand my son more. I tend to listen to him a lot more even if what he is saying is kind of irrelevant, but he likes to talk to me and I like to listen to him so I think the program I worked in had quite a bit to do with that. I think I would have been just like some of the other parents-you know--"I don't have time" or just "What are you going to say--go ahead and get through with it." I think it has helped me better to work and talk and listen to him.

In some visits I have seen parents throw their children's work in the trash can;the children come to school the next day and talk about why should I do anything, my mother throws my work in the trash can. This lets me know that when my children brought something home I would always praise them and we would talk about it and talk over a better way they maybe could do it, or tell them that that was very good but maybe she could have done a little better, but always look at it and keep it. If I ever would throw it away I would never let them see me. So, I feel like this has been a change whereas, I didn't think it was very important to really keep my kids work, important to know exactly what they are doing in school every day. When they come home they always tell me everything that happened all day in school whereas before they didn't.

You find out that children are all different, quite different. You also find out that you sometimes have to cater to some of them and with others you can just give them instructions and they will go on their own. That is really about the biggest thing I have found.

I know now that education can't be pushed on children. They have to understand what they are trying to learn. And in working with the program I have learned a lot about how to teach children to learn.

Since becoming a parent educator my concept about children has changed. I have a better understanding of what a child needs and what it is to be needed. I mean it is important for a child to get a good education.

I've found there's a reason for children doing things now since I've been working around children and having children of my own. All of them want love and understanding. You must take time with children. That's what they are asking you, to take time with "me."

Since I have been with the program all children's problems look different. Some people say, "Well, they just can't learn." But sometimes it is just that the child needs love and attention and I found that I give children more attention than I did previously. I would like to find out what the children's problems are, whereas before I would just think that child has a problem, and go off. But I really stop now and talk about it. And I don't like to see children really punished. I feel like some of these children really just need love and this comes through being in the project.

My attitude has changed about parents—I feel that parents should be involved in whatever is going on at school. Before I became a part of the

Follow Through Program I didn't take any part in school programs, but since I've been a part of this program I've been trying to go to my son's school and take part in things that he is doing there. I've been trying to call the teacher or go over there to help out when I can. I'm busy but I still find time to go because you must let your child know that you're concerned because if he doesn't think that you're concerned he's not going to be concerned. He's going to do so many things and then the teacher calls you and says your son did this, he says, "Oh, my mother's not going to believe that because she's never there anyway. The teacher could be just telling a tale."

When I was home and not working in the schools, my kids would come home and tell me something and the first thing I would do was jump down the teacher's throat, but I have learned that the kids cause a lot of their own problems. You can really see this and if a lot more parents would get into the schools--get involved in them, or do something in the schools--they would be able to understand what is going on in the school and with the child much better.

I kind of felt before that teachers would sort of want you to stay away from the school, although I would go and they didn't really like it. I had gotten a record, you know, about being around the school too much, but now I feel very comfortable about it. (But I think still some of the teachers don't appreciate me coming in.)

This program has changed me, because you really don't know what it is until you get involved. And being on the outside it seems as if a teacher or the administration is not really doing their job. And then when you get

in and you see all the problems that they have to face and you're not really obligated or involved as they are you only have a small portion of the kids to work with and with those kids you find that you come in contact with a great deal of problems but the teacher has to work with the whole class.

I have a lot more respect for teachers and for the students themselves because you very often say, "Well, if I was an instructor I could get that child to do this, I can get this child to do that," but it's not that easy.

I felt that maybe the teacher should--that it was the teacher's job to teach the children and not the parents ar home--I mean academic things, but I feel now that, you know, I can help my children, too, if the teacher would just tell me--it seems that I know more about what is going on in the classroom. It seems that when the children bring homework home it seems that I know how to do it.

I can understand the teachers and the members of a school program now since I've been here. When you hear complaints of the teacher you can understand it, you know, because you have been working in here and you know what they're talking about. Before I usually always thought they're just saying that, but now I say, "Yes, I would agree too, becauase I've been here."

One of the biggest things I think that I've learned is how to meet the public. I'd had a feeling before coming to the program that I didn't know how to meet people and talk with them or relate to them but I found out over this year that people are all the same. We all have problems in life and yourproblem may seem like it's the heavy problem although when you go talk to someone else their problem is about as heavy as yours and you start feeling sympathy for them all.

I found out that everybody you came in contact with had a problem in some way. It might be a problem you were able to help with and it might be a problem they had to work out for themselves.

I consider people more and sometimes--I don't know whether it is just pressure or not--things can just happen to you that make you not really consider other peoples' feelings. Since I have been on this job I have been able to consider other peoples' feelings more. Before I guess I just didn't care.

In dealing with people you have to deal with their personalities and each individual has a different personality. This year we worked with thirty different personalities, then you have teachers', the administrations' and yours, plus the parents' and this would change you because then your personality has to be flexible so that you can meet the needs of all the people you're working with.

Since becoming a parent educator I have learned to work with all kinds of people. I have learned to understand a lot of peoples' problems and there was a time when I was quite shy of some people and since working with the program I have learned that basically people are the same.

My whole feelings as far as meeting new people and working with children have changed. I got the feeling that I could help somebody, and this is the thing that I had doubt in my mind about.

I really think I have changed a lot because I have learned to deal with different situations, with different people, because you have to change your attitudes. You go to one house and this parent is one way, and you go to another and you have to change. I'm more understanding and I can talk with people better.

Appendix C

Santa Fe Community College Course Work
Related to Parent Educator 1971-73

Appendix C
Santa Fe Community College
Course Work Related to Parent Educators 1971-72

1. First year 1971-72

During the summer workshops the EPDA directors and coordinator met with the Santa Fe Director of Programs to Train Paraprofessionals to discuss the goals and training needs of the EPDA training grant. The Santa Fe director then spoke with the parent educators about Santa Fe registration requirements and presented a suggested curriculum for fall, 1971. (See below for copy of the curriculum.)

Suggested Curriculum. Term II Fall, September 22-December 17, 1971

PY 229	Seminar in Child Study (Scott)	2 credits
ED 251	Readings and Language Arts in the Elementary School (Williams)	3 credits
ED 130	Student Observation (Williams) (Taken with ED 251)	1 credit
ED 291	Educational-Aide Role: Seminar I (Cherry)	4 credits
ED 111	Lab in Communication Skills (Williams) (and/or elective)	1-3 credits
	TOTAL	11-13 credits

ED 291 consisted of course credit for classroom experience plus seminar or counseling type activities. There were periodic meetings of Santa Fe director, his teaching staff, EPDA directors and coordinator to discuss the progress of parent educators and to re-examine their needs.

As the first year developed we moved from defining course work (from our point of view) to letting parent educators pursue their own career (educational) goals. Counseling became available summer, 1972 through the GAP (Guidance and Assessment Program) Center through Char Smith, psychometrist and counselor, plus paraprofessional personnel in the Center who assisted the parent educators with scheduling.

2. Second Year 1972-73

In response to teacher "needs" for parent educators with more skills in math and reading, and also our desire to see parent educators become more "valuable" to teachers, we began to explore and identify basic skills that could be taught to paraprofessionals.

The directors and coordinator met with two members of the University of Florida elementary education faculty who defined the following basic skills that they had found to be valuable in training teachers and also felt would be appropriate for paraprofessionals.

a. Suggested Lists of Tasks
Institute for Development of Human Resources
College of Education
Gainesville, Florida 32601

A suggested list of tasks that a paraprofessional might be able to perform to aid a teacher in the classroom.

(1) Math Area - Dr. Donald H. Bernard

THE PARAPROFESSIONAL COULD BE PREPARED OR TRAINED TO:

A. Record Keeping and Testing

1. Help give diagnostic arithmetic tests to small groups of children--score the tests--record the results on proper forms.

2. Help give standarized tests to large groups of children at the end of the year--held score these tests (if it is expected that the teacher would score his own tests). Record results in permanent files.

3. Keep records of all students in an individualized math program--daily checking of practice work, recording progress on practice, checking and recording levels tests (pre and post).

4. Keep attendance, health, levels, parent report, and any other official records up to date in child's permanent folder. Reporting attendance to office daily. Reporting non-attendance probably to teacher. (#4 may be questionable, according to "professionalism" of the paraprofessional.)

5. Collect monies: e.g., milk, picture, lunch, field trip, etc. Can be a worthwhile reinforcement of math lessons on making change, addition, and/or subtraction, with individual children. (Could be daily in terms of milk money or lunch money.)

6. Keep children's individualized math folders in order--checking periodically to be sure they contain what they should and that papers and materials are not being misfiled by children. Checking for incomplete or uncorrected works of children. (Report to teacher.)

B. Materials Development

1. Help a small group of children design and complete the making of bulletin boards and displays in math.

2. Follow the teacher's request for the making of large charts, large newsprint worksheets, sets of transparencies, ditto sheets, or to put work on the blackboard for children to read or copy. May need some training in manuscript writing or cursive for children to read.

3. Become familiar with the materials already available to the teacher for teaching math. The paraprofessional should find out what films, books, filmstrips, transparencies, charts, maps, globes, models, frames, etc. are available from the resource center in his building. He should become familiar with materials the teacher has in the closets, desks, and storage areas around the room. If commercial sets of prepared ditto sheets are available, the paraprofessional should become aware of which ones would be used by his teacher.

4. Be able to make consumable or semi-permanent math aids and games cut out of tag board, poster board or construction paper and often laminated such as sets of concentration cards, bingo games, tangrams, geometric shapes, arithmetic scrabble, clothespin wheels, etc. when given directions by teacher. Some paraprofessionals may be able to make permanent models, games or other aids out of wood or other materials if they are available. The paraprofessional should be able to repair or replace missing parts of aids or games.

5. Set up a math interest center (or corner).

C. Equipment Retrieval and Use

1. Fill out an order form requesting equipment, retrieve it, set it up (threading a projector or tape recorder if necessary), show it (or play it), rewind, and return any piece of A-V equipment that a teacher needs to use in teaching math.

2. Care for all equipment that is a part of the teacher's room supplies. (Keep clean, report any damages.)

D. Supervision of Children (observing, controling, answering questions)

1. Supervise small groups of students, working individually or together on math activities, games, workbooks, etc. Give assistance with location of materials needed, checking of papers, etc.

2. Supervise children carrying out math activities in other parts of school year, building, or on field trips into the community.

3. Supervision of children working on tapes with earphones.

E. Tutoring or Teaching Children (at teachers prescription and under teachers supervision or direction--may be presentation of some new ideas--depends on skill of paraprofessional)

1. Tutor special groups of children giving drill and practice in learning math concepts; e.g., using flash cards for practice on tables.

2. Teach small groups through carrying out assigned activities prescribed by the teacher; e.g., developing measurement concepts by using tapes and rules to measure parts of a room.

3. Teach a new math game to small groups of children to reinforce learnings previously taught.

4. Read or tell a math story.

F. Professional Ethics Training

Know what it means to be a "professional" in terms of keeping information about children absolutely confidential, of being critical outside of school of practices and other teachers in school, of being respectful to other children and teachers (being free with informalities with children).

G. Behavior Modification

Be a positive reinforcer of children's behavior (use of methods and practices in disciplining children). This might include how to communicate with children on their level and how to gain support with children.

What other ways can you think of in which a paraprofessional way be of help to a teacher in the classroom in teaching mathematics to young children?

What categories have I missed?

Institute for the Development of Human Resources
College of Education
Gainesville, Florida 32601

A suggested list of tasks that a paraprofessional might be able to perform to aid a teacher in the classroom.

(2) Reading Area - Dr. H. Thompson Fillmer

The paraprofessional could be prepared or trained to:

A. Construct Materials

1. Adapt games such as bingo, lotto, checkers and other games in which players move a piece over squares to reach a goal, to teach letters, vowel and consonant sounds, dipthongs, digraphs, blends and sight words. Devise word games, games requiring motor-skill activities, puzzles, riddles and matching games designed to improve recognition or comprehension skills.

2. Help pupils design and complete bulletin boards and other displays relating to the development of reading concepts.

3. Reproduce and assemble experience stories created by pupils into individual booklets that may be used as teaching materials.

B. Organizing field trips

1. List various community resources that might be visited.

2. Having been given places and dates for visits, to confirm dates, arrange for transportation, guides, permission slips and parent helpers.

3. Work with teacher in planning with specialists for art, music, literary and physical activities related to concepts related to field trip.

C. Working with individuals

1. Assist individuals in practicing reading skills taught by teachers at their seats.

2. Supervise pupils working with hardware or equipment.

3. Work with pupils in the library, other parts of the building or out in the community.

D. Observing Behavior

1. Observe and record the behavior of individual pupils in particular situations.

2. Systemmatically observe the interaction of pupils and teacher at the teacher's request.

3. Tabulate positive reinforcement of particular pupils by the teacher.

E. Reading Activities

1. Read poetry or stories to the class or to small groups of pupils.

2. Read information to pupils practicing various types of listening activities.

3. Read directions for specific lessons, exercises or activities and be sure that pupils understand what they are to do.

4. Demonstrate appropriate intonation by reading aloud.

F. Keeping Records

1. Administer, score, and record diagnostic or reading survey tests to pupils.

2. Keep records of pupils in an individualized reading program and mark progress on record forms.

3. Make appropriate entries on pupil's cummulative record folders.

4. Record pupils' scores in teacher's record book.

G. Evaluating Performance

1. Score worksheets, practice exercises and tests completed by pupils.

2. Analyze stanforized or informal inventories and record areas of strength and weakness.

3. Review pupils performance of a particular skill to determine whether or not he is ready to move on to the next skill.

H. Reinforcing Behavior

1. Be a positive reinforcer of desirable behavior.

2. Maintain accurate records of pupil's performance with various types of treatment.

I. Stimulation

1. Direct small group discussions and help pupils to practice various types of listening skills.

2. Lead role-playing activities in small groups.

3. Help small groups solve problems through discussion.

4. Work with individuals or small groups in selecting independent projects.

5. Help small groups or individuals evaluate projects or activities.

b. Comments from Teachers

Alachua County Workshop - Summer, 1972

In the 1972 summer workshops these basic skills were shared with teachers who discussed them and added their comments.

Comments from teachers concerning "A suggested list of tasks that a paraprofessional might be able to perform to aid a teacher in the classroom."

(1) Math Area

A. Record keeping and testing - Most agreed

1. Some felt that the teacher should give diagnostic tests.
2. Help, but not actually administer standardized tests.
3. Teacher recording so teacher can be aware of performance.
4. "Keep attendance, health...official records." This is usually mandatory for teacher to do.
5. One person should collect money; too complicated with too many hands.

B. Materials Development - All agreed

5. Set up math center - "by working with teacher."

C. Equipment Retrieval and Use - All agreed

Addition: Teacher and parent educator care for all equipment, etc.

D. Supervision of Children - All agreed

E. Tutoring or Teaching Children - All Agreed

F. Professional Ethics Training - All agreed

G. Behavior Modification - All agreed

Alachua County Workshop - Summer, 1972

Comments from teachers concerning "A suggested list of tasks that a paraprofessional might be able to perform to aid a teacher in the classroom."

(2) Reading Area

A. Construct materials - All teachers agreed.

Additions: Experience charts and drawings
develop vocabulary charts on board, etc.

B. Organizing field trips - Most agreed. Teacher and office arrange transportation. PE can help with other arrangements. (2)

C. Working with individuals - All agreed.

D. Observing behavior - Most agreed.

Additions: Record and tabulate if teacher is doing it and feels PE should also.
No time for tabulating unless for special cases.

E. Reading activities - All agreed

F. Keeping records - Most agreed

Additions: 1. Teacher should administer tests.
2. Teacher should record tests.
3. Teacher should at least consult with PE.
4. Teacher needs to record in order to be familiar with performance.

G. Evaluating performance - Most agreed.

Suggestions: Teacher should analyze inventories. (2)
PE should analyze and record with teacher. (2)
3. Review performance with teacher. Two teachers disagreed that a PE should "review pupils' performance of a particular skill to determine whether or not he is ready to move on..."

H. Reinforcing behavior - Most agreed.

Suggestions: 2. "Only special problems."
"If teacher feels it's necessary."

I. Stimulation - All agreed.

Additions: 2. Choral reading.

Other suggestions:

1. Teach PE to use audio visual equipment.
2. PE learn to work through process with children in creating bulletin board.
3. PE learn to assess readiness.
4. Phonics-learning more about the teaching and sounds of vowels and consonants.
5. Formal training in writing and printing.
6. Reading to young children with feelings being projected to the child.

c. Math Course

With these ideas as a suggested course outline we searched for appropriate instructors with the Santa Fe director. We found a math instructor who was currently working as an elementary teacher and also had conducted math workshops for teachers and for paraprofessionals. The Junior College agreed to work with us on his appointment to the college for one term when he agreed to teach the math class for the parent educators.

The following outline was developed by the math instructor.

Math Course Outline

Parent Educators' Course in Mathematics MS 200

Goal - To enable the participants to 1) feel that they could work effectively alongside teachers as the teachers themselves developed their own math programs 2) have a large number of teaching devices to help children in small group settings and on a one-to-one basis 3) help the participants gain mathematical competency so they could feel more comfortable with "modern math."

Course Outline

1. Sets and Set Theory - After making "attribute pieces", the participants worked very hard at using such pieces to gain a mastery of such concepts as "union" (U), "intersection," "complement," etc. so that the notations in texts and other manuals might not seem so strange. In addition, the participants worked to develop teaching skills so that they could help children do such things as classify, recognize shapes, problem-solving, etc.

2. Using "Cuisenaire Rods" - Again, after making "rods" (made from tagboard), the participants worked carefully in a laboratory setting to a) learn themselves the variety of math skills and competencies that the use of rods lend themselves to b) learn methods of teaching beginning number concepts, as well as basic addition, subtraction, multiplication and division.

3. Making Games for the Classroom - Many, many games were made to be used in "centers" or on a one-to-one basis. These games were selected primarily to reinforce basic mathematical skills.

4. Working in the Area of Geometry and Measurement - "Geoboards," both of the typical array variety as well as circular geoboards were produced. After producing the material, we had a great deal of fun working together learning basic geometric concepts - line, line segment, area, perimeter, etc.

In general, we explored the normal areas (including fractions) that are dealt with in a typical methods course for prospective elementary teachers. However, the emphasis was very, very heavy on games and manipulatives. Classroom time was utilized, to make these materials; and whereas occasionally, I would lecture - the majority of time was spent in explaining and guiding discovery in small group settings. To this end, "lab" activities predominated. My feeling was that if the participants get excited about mathematics, they will be eager to try a lot of activities with children.

For what it is worth department...

The participants, some 30 in number, were unbelievably faithful in attending class. They were the most enthusiastic group of people I have ever worked with -- in fact, they were as eager as my fifth graders.

One further comment -- Prior to the sessions the participants were tested as to their own competencies in mathematics (Norm-referenced tests). Later, on several occasions I tested them myself on my own tests. There was some correlation, but I was pleasantly surprised when some of the participants who did rather poorly on the diagnostic tests did quite well on my own tests. These ladies especially seemed to radiate a lot more confidence. And I felt that tests aren't everything because I'm willing to bet that, given opportunities, these students will go on and become exciting, joyful and conscientious teachers.

I personally cannot see how a more worthwhile program could be written than that of training parent educators. It certainly was and remains a significant and delightful remembrance for me.

d. Reading Course

A reading or language arts instructor already on the college staff had been an Alachua County teacher and reading specialist. The Santa Fe director suggested that this teacher teach the reading course.

A brief list of the goals of this course follow with the final examination questions given to the parent educator by the instructor.

Parent Educators' Goals in Reading and Language Arts
ED 199

1. Identifying parent educators.
2. Ways to help build positive self concept.
3. Practical applications

Each small group shared their ideas with the class, and then they would make a list of ways to build positive self concept which was given to the whole class.

Simple designations of problems:

Auditory discrimination
Visual discrimination
Phonics

Reading Activities for Children, book by Evelyn Spache - list of 300 games. This was used as a text. Class time was used to discuss skills and this was followed by actually constructing and playing the games.

Each group would construct a game and show the class how it worked.

FINAL EXAM ED 199

Santa Fe Community College
Gainesville, Florida

I. Situation No. 1: You are a teacher in an elementary school. You have been assured you have administrative support to set-up the classroom for learning in any way you choose. How would you go about building a good classroom situation for learning? Consider both the physical set-up and the emotional climate -- in other words, what would you do in a classroom of your own, if given the freedom and opportunity?

II. Situation No. 2: You are in an elementary classroom. You have a boy who has a history of being a behavior problem. He is a severly retarded reader. What would you do to help him? What steps would you take?

III. Situation No. 3: You have a child in your classroom who has a very negative self-concept. She's constantly saying "I can't.... She is very shy and withdrawn; she is fearful of trying anything new. What steps would you take to help change her negative self-concept?

IV. Situation No. 4: List and describe the different approaches to take in teaching or reading we have discussed in class (as well as others you have previously learned). Describe the method, the material, and the classroom organization.

All parent educators were expected to take these two courses for credit during the 1972 Fall Term. Fees, as for all Santa Fe course work for parent educators, were paid for by the training grant.

The parent educators were enthusiastic about the work and the instructors reported that due to the current involvement of parent educators in the classroom where they could try out ideas and receive instant feedback which they shared with the class, these classes were extraordinarily exciting and rewarding. (See following data---Evaluation of Santa Fe Course Work and Educational Progress of Parent Educator.)

EVALUATION OF SANTA FE COURSE WORK*

Parent Educator_____ Semester _____ Date _____

Teacher_____ Course _____

1. Please list the strengths of this course.

2. Please list the weaknesses of this course.

3. What changes should be made in this course?

4. Should you have taken a different course? Yes____ No_____ Please explain:

*See following summary

Each parent educator filled out an evaluation of specific courses that we had planned for them or expected them to enroll in.

Of the responses they indicated more strengths than weaknesses. The weakness or change most often referred to was a negative response to the additional time required to attend classes at the end of their working day.

For the most part, the parent educators often expressed their gratitude for the opportunity to continue their education and for the way that it had changed their perceptions of themselves and the world around them.

EDUCATIONAL PROGRESS OF PARENT EDUCATOR*

Instructor _____ Course _____

Parent Educator _____ Grade _____

Semester _____ Date _____

I. Please indicate this parent educator's strengths and weaknesses in meeting the objectives of the course.

II. Please rate the following characteristics of this parent educator by circling one of the following choices: U - Unsatisfactory; S - Satisfactory; O - Outstanding; X - Unable to rate.

A. Initiative	U	S	O	X
B. Motivation	U	S	O	X
C. Intellectual Competency	U	S	O	X
D. Potential as Teacher	U	S	O	X
E. Others (please specify)	U	S	O	X

III. What are your recommendations for this parent educator regarding future course work, remediation, needs, etc?

*See following summary of this data

Santa Fe Training Data 1971-73
For the 20 EPDA Trainees

1 parent educator had an AA degree but took the course work suggested by us and then attended the University of Florida for 1 term.

3 parent educators received AA degrees during this training period.

3 parent educators need an average of 4 hours to complete requirements for an AA or an AS degree.

4 parent educators need an average of 14.5 hours to complete the requirements for a 2 year degree.

6 parent educators need an average of 27.3 hours to receive an AA or an AS degree

6 parent educators earned an average of 19 hours during 1 year of the program (3 in 1971-72 and 3 in 1972-73).

The average grade point average for all parent educators is 3.4.